DOCUMENT RESUME

ED 347 299 CE 061 503

AUTHOR	Kimeldorf, Martin
TITLE	Imagine...Youth Service in Washington. A Report.
INSTITUTION	Washington State Dept. of Community Development, Olympia.
PUB DATE	Jun 91
NOTE	144p.
AVAILABLE FROM	Washington State Center for Volunteerism and Citizen Service, Department of Community Development, P.O. Box 48300, Olympia, WA 98504-8300 ($3 handling and mailing).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Citizen Participation; *Community Services; Demonstration Programs; Disadvantaged Youth; Elementary Secondary Education; Federal Programs; Higher Education; Models; Out of School Youth; *Program Development; *Public Service; Resources; School Community Relationship; Social Responsibility; State Programs; Urban Youth; *Volunteers; *Youth
IDENTIFIERS	*Washington; *Youth Service

ABSTRACT

This book is a compilation of information about youth service in the State of Washington, a summary of the benefits and challenges to increasing youth service, and a summary of strategic options for supporting and enhancing youth service statewide. The report is divided into five sections. The first part describes many examples of youth involvement, from the traditional organizations (such as scouts and religious groups) to new service opportunities (such as state-financed projects). Part II summarizes the benefits of youth service to youth, including increased self-esteem, career preparation, and improved community opinion of young people, as well as to recipients of the service. The third part describes how careful coordination and planning between schools, nonprofit agencies, businesses, and labor groups results in high quality youth service programs. In Part IV, barriers to expanding community service opportunities for youth are outlined, and suggestions for overcoming these barriers are provided. The final section offers strategic planning suggestions for setting up and conducting youth service programs, and concluding comments challenge the reader to dream about a future society improved by the helpful role of youth. The report includes a list of 41 references and 6 appendixes: a list of national and state legislative initiatives for youth community service; samples from various states of strategic plan proposals; a youth and community service bibliography that lists 14 national volunteer service organizations; 3 research reports, 10 general guides, 17 teaching and curriculum guides, 7 student workbooks and instructional materials, and 2 films; notes about court-ordered community service; a proposal for a "college of the corps"--a service and employment corps serving out-of-school youth; and a directory of state contacts throughout the nation and especially in Washington. (KC)

ED347299

Imagine...

Youth Service in Washington

A Report, June 1991

CE061503

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

On the cover Sonja Cady, age 6, and Harry Elliott, age 100, imagine new possibilities as they share bubble blowing techniques.

This picture vividly captures the possibilities of community service. The photo was taken during the Thurston County Intergenerational Coordinating Council Celebrate Age celebration. The photo was contributed by Beth Cady, a freelance photographer in Olympia, Washington. The photo is entitled "Centennial Reflection."

This report was written by Martin Kimeldorf

Department of Community Development
906 Columbia Street Southwest
Olympia, Washington 908504-8300

Barbara Gooding, Director
Don Krupp, Deputy Director
Peggy Mihata, Assistant Director, Community Assistance Division

Printed by:

Puget Sound Power and Light, Bellevue, Washington

Table of Contents

Acknowledgements 1

Executive Summary 3

Introduction 11

Part I—What's Going On? 15
  School-Based Service Programs 17
    Statewide Initiatives in the K-12 System 17
    Specific Samples in the K-12 System 20
    Specific Samples in Colleges and Universities 26
  Community-Based Programs —NONPROFITS 30
  Public Sector—Government Service Opportunities 35
  Public Sector—Washington Service Corps 37
  Public Sector—Washington Conservation Corps 39
  Work Place Initiatives 40
  Summary of Practitioners' Observations and Recommendations 44
  The Federal, State, and Local Initiatives 47
  Who Serves and How Much? 48
    How Many People Participate? 49
    Profile of a Volunteer 51
    Service By, With, and For Senior Citizens 52

Part II—So What? 55
  An Overview of the Benefits 56
  Benefits to the Service Provider 57
    Personal Growth Benefits 58
    Social Growth Samples 58
    Academic Growth Samples 59
    Preparation for Citizenship 60
  Benefits to Service Recipients 60
    Schools Strengthened Through Service 61
    Families Strengthened Through Service 64
    Communities Strengthened Through Service 65
  Summary of Benefits toService Providers and Recipients 69

Part III—Looking Closer at Education & Community Partners 73
  The Community Tributaries 75
    Community Education Expands School Functions 75
    Community and Youth Programs With School Linkages 76
  School Models 79
    Traditional Extracurricular and School-Wide Programs 79
    Infusion or Service Learning 80
    Service Independent (Service Coordinator) Model 82
    Grades, Credits, Mandatory Versus Voluntary 86
    Criteria for Quality Youth Service Programs 89

Part IV—What's Next? 91
  Suggestions for Supporting the Practitioner 92
    Provide Time for Program Development 92
    Use Mini-Grants to Help Acquire Start-Up Resources 92
    Support Joint School and Community Planning 93
    Youth Involvement Is Key to Success 93

Use Service Coordinators to Manage New Opportunities 94
Creatively Recruit, Change the Image of Youth Service 94
Don't Supplant Labor With Volunteer Service................................. 96
Creatively Link Service to the Workplace 96
Develop Networking and Peer Support Opportunities...................... 97
STATEWIDE Leadership Issues 97
Summary of Barriers and Suggestions 99

Strategic Planning Suggestions 105
Strategic Findings and Vision Statement 106
Recommended Specific Strategies.. 108
Investments #1—Spade Work, 1992-94 108
Investment #2—Planting A Seedbed Statewide................................ 111
Investment #3—Campaign To Increase Awareness, ... 112

Imagine...A Concluding Vision Statement.. 115
Imagine...A creative visualization about future service, 1999 A.D. 117
Imagine school-based community service options in 1999... 117
Imagine new community-based youth service programs in 1996.... 119
Imagine a State Office of Service Opportunities 119

References 123

Appendix A Supplement to Part I 127

Appendix B Supplement to Part IV.. 131

Appendix C Youth and Community Serivice Bibliography............................... 133

Appendix D Notes About Court Ordered Community Service 139

Appendix E College of the Corps—A Concept Paper 143

Appendix F Directory..147

ACKNOWLEDGEMENTS

The individuals and organizations listed here were helpful in supplying opinions, information, or materials. Their name does not indicate endorsement of the final report.

Washington Coalition for Community Service

[These people represent founding or active members of the Coalition]

Bill Basl
(Washington Service Corps)

Stephen Boyd
(Governor's School)

Betty Fallihee
(Higher Education Coordinating Board)

Bill Grace
(Leadership Institute, Seattle University)

Hilari Hauptman
(Department of Social and Health Services)

Kate McPherson
(Project Service Leadership)

Jan Stout
(Bellevue School District)

Jerry Thornton and Larry Strickland
(Office of the Superintendent of Public Instruction)

Joby Winans
(State Center for Voluntary Action)

State Council on Voluntary Action

[These people are past and present members with voluntary action expertise in community, government, and private agencies]

G. Margaret Baker-Stevens
(Olympia)

Othene Bell
(Kennewick)

Susan Emley
(Olympia)

Jo Davies
(Sequim)

Pamela Eakes
(Seattle)

Joan Gerdes
(Chewelah)

Bill Grace
(Seattle)

Susan Handley
(Bellevue)

Lawrence Hauge
(Wenatchee)

Tom Hilyard
(Tacoma)

Marianne Jolley
(Spokane)

Jean Jordan
(Seattle)

Edith Lobe
(Seattle)

Jose Lorenzo
(Edmonds)

Carol Marble
(Friday Harbor)

Valeria Ogden
(Vancouver)

Bonnie Pinckney
(Tacoma)

Lynn Quesenbury
(Yakima)

Virgie Robinson
(Pasco)

John Steiner
(Spokane)

Ruth Swanson
(Bellevue)

Encarnacion Tajon
(Renton)

Joby Winans
(State Center for Voluntary Action)

Lee Zimmerman
(Walla Walla)

Schools, Colleges, and Educational Agencies

Schools

Bellarmine School
Bellevue School District
Centralia School District
Issaquah School District
Moses Lake School District
North Thurston School District
Olympia School District
Peninsula School District
Puyallup School District
Rochester School District
Seattle School District
Shoreline School District
Tacoma School District

Colleges

David Dodson
(The University of Puget Sound)

Laurel Johnson
(University of Washington)

Betsy Putnam
(Seattle University)

Teri Ramsaur
(The Evergreen State College)

Julie Rogers
(Seattle Central Community College)

Kathy Sole
(Lacey Pacific College)

Alan Waugh
(Adult Basic and Literacy Educators Network)

Educational Agencies

Barbara Clarkson
(State Board for Vocational Education)

Ron Crossland
(State Board of Community College Education)

Betty Fallihee
(Higher Education Coordinating Board)

Office of Superintendent of Public Instruction
(John Anderson, Ron Crawford, Barbara Mertens, Kathy Plato, Jack Ray, Marcia Riggers, Jerry Thornton, C.J. Washington and others)

State or Local Government Agencies

Susan Cairy
(Spokane Juvenile Court)

Connie Bacon
(Governor's Office)

Maryln Brady
(Department of Social and Health Services and various staff from local DSHS offices)

Dick Rosage
(Long Term Care Commission)

Nancy McKay
(Puget Sound Water Quality Authority)

Peggy Mihata
(Department of Community Development)

Stephen E. Sherlock
(Department of Wildlife)

Community-Based, Nonprofit Organizations

Joanne Benham
(Community & Youth Partnership, Spokane Chase Youth)

Tim Gillie
(Boy Scouts of America-Tumwater Council)

John Graham
(Giraffe Project)

Stephen Harrell
(Tacoma Youth Initiative)

Pat Jacobsen
(Pacific Peaks Girl Scout Council)

Diane Kuhn
(United Way)

John Little
(4-H, King County Cooperative Extension, Seattle Challenge)

Henry Mincey, Sr.
(Safe Streets Campaign)

Julia Riseman
(Portland-Vancouver Youth Initiative)

Rena Miles
(Thurston County Literacy Network, Olympia)

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

Saint Mary's Church
(Spokane)

Arlis Stewart & Kids Board
(YMCA Metrocenter)

Joby Shimomura
(Intern with the Seattle Mayor's office and nationally recognized youth volunteer)

Chris Sullivan
(RSVP)

Earlyse Swift
(Together, Thurston Communities for a Drug Free Youth)

Volunteer Information Points (local volunteer service bureaus from: Pierce, Snohomish, Skagit, Benton/Franklin, Yakima, and Clark Counties; and Bellingham, Longview, and Bellevue)

Business, Labor & Others

Cynthia Shelton
(PIPE, Partners In Public Education)

Lou Danborg
(Junior Achievement)

Jan Levy
(Leadership Tomorrow)

Mark Brown
(AFSCME)

Dan Leahy
(Labor Education and Research Center, The Evergreen State College)

Jeffrey Johnson
(Washington State Labor Council)

Steve McCurley
(Consultant and Author)

Representative Wes Pruitt

JoElla Weybright
(Gilmore and Associates-Research Consultants)

Sheryl Shapiro
(Consultant)

Outside Washington

Diana Algra
(Michigan Campus Compact, East Lansing)

Barb Baker
(National Society Internship and Experiential Education, Raliegh, NC)

James Beyer
(Volunteers In Service to Oregon, VISTO, Eugene)

John Briscoe
(PennServe Harrisburg, PA)

Chrissy Buner
(Close Up Foundation, Arlington, VA)

Mary Burnison
(Center for Youth Development & Research, St. Paul, MN)

Cathy Connolly
(Brown University, Providence, RI)

Katherine H. Duffy
(Trident Community Foundation, Charleston, SC)

Allanya Guenther
(Civic Action Teams, Portland, OR)

Jim Kielsmeier
(National Youth Leadership Council, Roseville, MN)

Jude S. Hersey
(Department of Higher Education, Hartford, CT)

Dr. Virginia Hodgkinson
(Independent Sector, Washington, DC)

Cathryn Berger Kaye
(Constitutional Rights Foundation, Los Angeles, CA)

Joe Madison
(Massachusetts Youth Service Alliance, Boston, MA)

Monica Meeks
(Youth Volunteer Corps of America, Kansas City, MO)

Chris Murphy
(US Senate Committee on Labor and Human Resources, Washington, DC)

Cynthia Parsons
(SerVermont, Chester, VT)

Kerstin Russel
(Student Volunteer, Resource Center, Boston, MA)

Mary Richardson and Teena Ainslie
(Boy Scouts of Portland-Columbia Pacific Council, Portland, OR)

Joan Schine
(Early Adolescent Program, New York City, NY)

Frank Slobig, Catherine Rolzinski, Brian Tramont
(Youth Service America, Washington, DC)

Page Smith
(Historian, Santa Cruz, CA)

Joe Swaba
(COOL, Campus Outreach Opportunity League, St. Paul, MN)

Laura Tiedge
(Volunteer Youth Training and Leadership, Pittsburgh, PA)

Irene Van Tassel
(Palmyra Area School District, Palmyra, PA)

This listing compiled as of 4/9/91

Special Acknowledgments

I wish to thank the many people who gave of their time during the research and development of this project. First, I wish to thank the North Thurston School District, and especially Kirby Cleveland, for granting a leave of absence which allowed me to make a contribution through this project. The members of the Washington Coalition for Community Service and the State Council for Voluntary Action were invaluable in identifying people and resources in the service network.

The Community Assistance Division, within the Department of Community Development, provided a very supportive and flexible working environment. From Peggy Mihata (the division manager) to Cathy Townley (the State Center for Voluntary Action secretary) the door was always open and no request was too small. Connie Wiley, Debora Brown, and Jean Ameluxen did an outstanding job of detailed proofing.

Finally, Joby Winans (Coordinator of the State Center for Voluntary Action) played a special role as a mentor during the project support and objectivity during all phases of the work and helped to guide me in threading the many facets of the volunteer and service community. —*Martin Kimeldorf*

About the Author

Martin Kimeldorf takes full responsibility for the contents as the primary author for the Preliminary Report. Over 20 years ago, he began working in elementary schools, high schools, and colleges. Kimeldorf has worked for various state and local agencies as a consultant, trainer, project coordinator, researcher, and author. He has written books, articles, and reports on topics related to career and technology education, leisure education, recreational drama, community service, and educational reform. Kimeldorf lives in Tumwater, Washington.

EXECUTIVE SUMMARY

People discussing the theme of youth community service will find themselves arguing from one of three themes: youth are egocentric and need assistance in developing an ethic of service which many of their grandparents and great-grandparents considered part of living in a community; youth have always been altruistic, interested in showing what they can do when given the chance; and a new spirit is invading the hearts and minds of young people, resulting in a desire to belong and contribute. Imagine shows that all three themes are relevant: many young people are already giving to their communities - as many as 50 percent of high school youth—but many more could contribute if there were a meaningful and supported way to do so.

Imagine is a compilation of information about youth service in Washington, a summary of benefits and challenges to increasing youth service, and a menu of strategic options for supporting and enhancing youth service statewide. It is intended to guide decision makers and practitioners in thinking about and making policy for programs related to community service for Washington's youth.

The report is divided into five sections. While the comprehensive nature of Imagine allows the reader to draw his or her own conclusions, the following points highlight some of the main findings and briefly summarize each part of the report.

Part I—What's Happening in Youth Service?

Serving in the community or at one's school is not a new activity. This section describes many fine examples of youth involvement from the traditional organizations (scouts, religious groups, college service clubs) to new service opportunities (Service Learning in educational institutions, state financed programs such as the Washington Service Corps and the Washington Conservation Corps, innovative uses of work-study monies promoted by the Higher Education Coordinating Board, and nonprofit programs such as The Governor's School for Leadership Development and the Giraffe Project).

While showing that young citizen participation is not a new phenomenon, this section highlights the increased attention focussing on youth service. This results in a new portrayal of young people - not as problems but rather as valuable resources.

This report also shows that youth are involved at almost the same level as adult volunteers: various methods of surveying the level of youth involvement indicate that approximately 50 percent of high school-age youth serve in some capacity; younger students also serve, but at a lower proportion. Regardless of the method of testing, adults and youth agreed that the number of young volunteers could be increased.

Part II—What Are the Benefits of Youth Service?

In order to increase the number of youth involved in community service, both the young person and the community have to receive benefits from their involvement. This part of the report details what is gained when youth participate in service opportunities. To summarize this section, youth service:

- Increases self-esteem among young people.
- Helps to harness youth's energies and ideals.
- Expands instructional effectiveness.
- Prepares tomorrow's leaders.
- Enhances career exploration and personal growth.
- Increases the quality of the future workforce.
- Strengthens school and community participation.
- Strengthens youth's bonds to adults and their families.
- Promotes partnerships and interagency collaboration.
- Increases awareness of cultural and social diversity.
- Fills gaps in service delivery systems.
- Improves the community's view of young people.

Part III—Looking Closer at Education and Community Partners

How can schools and community groups work closely together to reap the benefits for contributor and recipient? This section delineates how careful coordination and planning between schools, nonprofits agencies, businesses, and labor groups result in quality youth service programs.

Part IV—Challenges and Suggestions

What are the barriers to expanding community service opportunities to school-and college-age people? Lack of time, money, human effort, community support, and accessible transportation--all these and more--could prevent more youth from being more involved. The following list is a summary of the material in this section.

- Time is needed for planning and program development.
- Travel and scheduling complications limit involvement.
- Program quality suffers without adequate support and planning.
- College entrance and transfer criteria could be used to encourage service. activities in either high school or two-year college programs.
- Youth service is not visible enough.
- Liability for the organizations working with youth volunteers remains a question and a concern.
- There appears to be a lack of leadership, coordination, and support efforts at the local and state levels.

Part V—Strategic Planning Suggestions

This section gives the reader an opportunity to dream, and to begin to plan for a future where more youth are involved because the barriers have been overcome and the benefits have been enhanced. Specific models are given as examples, to adapt to the programs planned for the future.

Few states have taken the time to study the practices and potential of its youth in service to their communities. This report is an attempt to stick a pole into the quickly flowing stream of youth service to determine its depth. We found the stream can run very deep and that it flows into the very heart of a compassionate society. This report invites its citizens to expand the stream so that others can serve. The timing is right for turning this formally researched invitation into a personal invitation at the local level. Dare we imagine the possibilities that might create?

Imagine...A Concluding Vision Statement

This concluding section tries to imagine *what can be*. It is a tool for thinking beyond *what is*, in order to imagine what *might be*...Various possibilities are outlined for the future in the areas of school and community-based community service opportunities. The report ends with an invitation to dream together about a future compassionate society defined by the compassionate acts of its citizens.

PREFACE

A college student serves school-age children in the Police Relations Education Project sponsored by Higher Education Coordinating Board and Columbia Basin Community College (CBCC)

Photo credit—CBCC PREP Project Coordinator, Pasco, Washington

In 1982, the Washington Legislature reestablished the State Center for Voluntary Action in the Department of Community Development. The purpose of the Center and its Governor-appointed advisory council is to promote, support, and enhance volunteerism by providing information and training on all aspects of volunteer administration. The Center and Council also organize an annual conference on volunteerism, sponsor or co-sponsor workshops in communities throughout the state, and organize and host the annual Governor's Awards for Outstanding Volunteer Service. The Center houses a resource library of materials on aspects of volunteerism and nonprofit management, from fundraising to risk management. Programs administered by the Center include grants to Retired Senior Volunteer Programs, funding for the Long Term Care Ombudsman Program, and training workshops on AIDS for volunte programs.

In 1990, the Legislature provided $70,000 to the Center to research the area of youth service and to develop a strategic plan which could be implemented to involve more youth - and people of all ages - in

PREFACE

community service. This report is the culmination of that research and planning. It is an important report for the Center and Council as it will set the course for future activities in youth service.

Joby Winans

Coordinator
Washington State Center for Voluntary Action

Youth service has been characterized as an untapped reservoir of altruism and energy. The *Imagine* report will summarize how Washington's communities tap into some of the best that our youth has to offer. This report will also delineate how our state, schools, community agencies, and members of the work place can further enhance the valuable youth service opportunity. *Imagine* addresses these issues by asking three basic questions:

What's going on?...What's happening in youth service?

So what?...Why do this, what are the benefits?

What's next?...What do practitioners and researchers think should be done next? What are the challenges and suggestions?[1]

To find answers to these questions individuals and organizations were interviewed in person, via mail, or by phone. To ensure a broad representation, people were chosen for structured interviews from rural, suburban, and urban settings, with a variety of backgrounds, and included both youth and adults. Over 100 people were contacted from service and youth agencies, government agencies, schools, businesses, local community initiatives, volunteer agencies, labor, and individual experts. The survey of Washington citizens was enriched by reviewing current literature on youth service. Therefore, this report includes suggestions and examples from experts nationally as well as from Washington.

A list of those who assisted in the survey work is included in the Acknowledgements section. The reader should realize that omission or inclusion of a person or program in this report does not represent endorsement or criticism. *Imagine* is built from the generous contributions of these people.

Terms and Definitions

Volunteer or community service seems like a straightforward idea. However, the service community covers a broad landscape filled with many different types of players. Consequently, a wide range of terms and words are used to describe similar appearing events and experiences. For example, some of the words used to describe community-oriented service or volunteer work include the following:[2]

- Service Learning
- Volunteer (Service)
- School-Based Service
- Community Service

---

[1] This "what-question" format is used by Service Learning teachers to help students examine or reflect upon their community service experiences.

[2] Part IV in the full report contains the reactions from the adults and youth to the four terms most often used in Washington to describe service: ***service learning, community service, citizen service,*** and ***volunteering***.

PREFACE

- Full-Time Service
- Court-Ordered Service
- Internships
- Stipended Service
- Volunteers in Schools
- Citizen Service

This is further complicated by a set of terms used by programs where service is not the main mission, but nonetheless an important supporting element. Words used in these programs include:

- Youth Initiatives
- Civics or Citizenship
- Experiential Learning
- Community-Based Programs
- Community Development
- Leadership Development

Experts polled nationally could not shed any clarifying light. Catherine Rolzinski, at Youth Service America, pointed out that the "discipline" or field of youth service is somewhat new and still not precisely defined.

Service has been defined or judged in many ways. One definition looks at the purpose or intentions of the volunteers. However, volunteers often get involved for very different individual reasons. Others try to define service as outcomes or activities which benefit the community need. Yet, community has been defined as large as "world peace" and as small as "helping a neighbor or relative." Those with a vocational education focus suggest that service is another form of work; another way to use one's talents for the good of the community, though typically unpaid.

Service can sometimes be defined by what it is not. It is typically not the completion of a personal chore for oneself or immediate family member. It is not a full-time, career position. However, volunteers may receive compensation in the form of mileage or meal reimbursement, bonus or stipend payments. It can also be as simple as helping a neighbor.

In this report, the word *Service* becomes an umbrella term, arching over a landscape populated by all kinds of service partners. *Service* is used as an inclusive term to depict service work ranging from purely voluntary to full-time, stipended efforts (e.g., Washington Service Corps, VISTA, etc). The term *Service* is not limited to a place or a type of program. It can include those working in independent community groups, nonprofit agencies, government programs, or school settings. *Service* can also include work performed while participating in a service project supported by business (private sector) or labor or public sector.

Youth Service is the major topic of this report, yet the word "Youth" can also prove to be elusive. Since *youth* can include students participating in college service programs, age has no upper limit. At the other end of the age spectrum, many people discuss the goal of bringing the service ethic into the primary grades. For the purpose of this report, the notion of "youth" generally centers around programs whose participants are typically 14 to 25 years of age.

--Martin Kimeldorf

Primary Report Author
Washington State Center for Voluntary Action

INTRODUCTION

Trained teen volunteers help peers on Metrocenter YMCA's Teen Hotline

Photo credit—Metrocenter, Seattle, Washington

Words like *recession, war, crime, debt*, and *decline* march in dark ink across the horizon. Report after report claim that our schools, youth, communities, environment, and families are at risk. At some point, we turn off the television, tune out the news, and come to the conclusion that we are either the victims or the creators of our society. It has been very easy to assume the victim mentality and withdraw into selfishness, individualism, and materialism. But, that pathway ultimately rewards only a few and its advocates are usually tedious and small.

Imagine instead another pathway where young people experience a sense of belonging, where local citizens feel a need to contribute, and where participation is the norm and not the exception. Imagine a learning program where young people worked from 6 a.m. to 10 p.m. and asked to go longer. Imagine that they accomplished every task and asked for more. Imagine that these young people gave, as a group, 650 hours of community service over four days, working in agencies, conservation projects, and health facilities ...and they planned to do more. Imagine young people feeling needed, valued, and powerful...and wanting to give these feelings to others. In 1990, these imaginations were translated into the reality of a summer youth service camp directed by Jim Seiber, a teacher in the Issaquah School District.

Today, more and more people are looking for these kinds of experiences. They want to become participants rather than mere headline readers. They want to become creators—they want to belong and connect. This shift may be coming at an important time; a time when our resources, world position, and community are drifting with a new tide, transforming our way of life in the process.

As we move into the next century, the perception of our potential will remain tethered to the many unresolved problems we drag behind us. And, as we debate future agendas, time and again, we will return to the question: What are our resources and how should they be allocated? The debating and planning for the future must not distract us from engaging those who have the greatest stake in the future: our youth. If we fail to call upon our youth to serve, if we fail to support their natural altruistic tendencies, then other voices will call our young people into the darker alley ways of self-absorption, sub-cultural alienation, or empty materialism. One senses an urgency about developing this resource. This urgency is underscored by one citizen who said: "If we teach young people about service when they are young, then we can have a contributing citizen for life. But, if we ignore their altruistic urges and don't help them develop a service ethic, we may lose them forever." We are at a critical moment of choosing new agendas and new partners. Tomorrow's dreams cannot be built without our youth's active investment in that vision—After all, they are the shareholders of the 21st Century.

One method for identifying new human resources begins with a review of the words "citizenship" and "involvement." As a result, Washingtonians may want to redefine what it means to be a citizen in our state. The definition must go beyond being a "good consumer." Instead, a responsible citizen contributes, gives back, and asks what he or she can do for the community. One promising way to encourage this ethic of citizen service lies in the reemerging youth service movement. This movement is firmly rooted in past ventures like VISTA and the Peace Corps. This spirit of serving has been part of America's traditional volunteer associations like Scouts, Red Cross, churches, 4-H, YMCA, United Way, school clubs, and community civic groups. The spirit is also expanding into new areas in the form of community grass roots "youth initiatives" and school-based programs linking learning to service.

The energy, ideas, and assistance generated by youth can be inspiring. College students make video training tapes for the local police, high school students create display booths for an environmental awareness project, elementary students plan visits to a nearby nursing home, some young people serve on advisory boards, while others work in museums or help in emergency volunteer organizations, and a few write and submit grants to create a local shelter…the list goes on and on. At the Governor's School celebration of youth leadership and service, young people used words, music, slides, tears, and boisterous laughter to describe their transformation from service consumer to service creator. Quotations from graduates of the program show the depth of change:

> "…Governor's School has helped me to rid myself of stereotypes. In that sense I did more un-learning than learning."

> "...I've learned that the person I am is not a bad person and that I am capable of incredible things if I take advantage of the freedom within myself..."

In reflecting upon her experience, a young woman at Seattle Central Community College states, "After working with the elderly, I realized that we all share an inter-dependence which enhances our in-dependence." Perhaps one of the most eloquent statements about the potential of our young citizens is found in the report by the William T. Grant Foundation entitled *The Forgotten Half.*

" *...when young people have a chance to act on their humanitarian ideals, they build self-respect and strong attachments to family and community...there is no limit to what young people—with appropriate education, training, and encouragement—can do, no social need they cannot help meet.* "—The Forgotten Half

---

This report is about what is going on and how we can best steward this youth resource. The many examples cited in this report play upon the imagination like the chromatic colors of a rainbow following a Pacific Northwest storm. The imagined picture portrays a colorful renewal of schools, communities, and families serving together.

This report suggests that youth service can become a tool for renewing old connections and creating new partnerships. With this renewal comes a different view of youth—youth not as problems—but youth as resources. Youth serving in a nearby park build a foot bridge across a creek. The bridge builders can leave behind a victim-mentality as they cross over their bridge to a sunnier, healthier side of the stream. In crossing, they experience the power of creativity and the joyful challenge of leadership. The youth service movement of the 1990s comes at a timely moment; just after Washington celebrates 100 years of statehood, and just as we peak over the Pacific Rim at a new age—America 2000 A.D.

PART I—WHAT'S GOING ON?

WHAT'S HAPPENING IN YOUTH SERVICE?

Washington Service Corps members work on community improvement and economic development projects in Raymond, Washington

Photo credit—Washington Service Corps, Olympia, Washington

> *"We make a living by what we get, but we make a life by what we give."*
> *—Winston Churchill*

Young people serve and collect food for a shelter, answer phones in a crisis center, restore fouled streams and collect water quality samples, entertain and visit with elderly citizens, teach seniors how to use computers, become big brothers or sisters in an after-school program, tutor and counsel their peers in student-designed projects, stack fire wood for a disabled neighbor, collect signatures on a petition, collect oral histories about unions for a local publication, plan an anti-drug conference, write grants to fund a food bank, and develop a videotape about shoplifting for local merchants. Are these examples of youth service typical of what our young people can contribute, or are they an anomaly among a self-centered generation?

Many people believe these "habits of the heart," these examples of youth service, are deeply rooted in the American community's volunteer spirit or frontier tradition of help-your-neighbor. The observation by the French historian Alexis de Tocqueville over 150 years ago is often cited as an example. He felt that the strength of our democratic institutions lay in the citizens' habit of getting involved through our uniquely American "voluntary associations."[3]

Other observers suggest that these youth service examples are exceptional because they characterize the current generation of "youth" as materialistic, self-centered, or withdrawn. Many people interviewed argued that young people have always wanted to serve but have not always had the opportunity. Some authors and people interviewed pointed to the new grass roots movements emerging in schools and communities, and suggested that the times and values are changing from "me" to "we." This report will suggest that our "youth" are in transition and unfairly characterized as a problem rather than viewed as a potential resource. Furthermore, the report argues that the time is especially ripe to support, expand, and enhance opportunities for youth service.

What is going on in the youth service programs? To answer this question, over 100 people in Washington were surveyed. A wide variety of activity was found, showing that youth service is not confined to any one area, turf, or location. The youth service landscape is peopled with *service partners* from the following areas.

- EDUCATION—Schools-Based Programs (Public and Private)
- NONPROFITS—Community Programs
- PUBLIC SECTOR—Government
- WORK PLACE—Private Sector, Business and Labor
- STIPENDED, FULL-TIME SERVICE—Washington Service and Conservation Corps

Examples of programs in each of these "service partner" areas will be discussed in detail. These programs contain some of the best practices found in youth service. However, many equally excellent programs go unlisted simply due to space.

A brief listing of specific recommendations made by respondents follows the program descriptions. Part IV matches general recommendations or suggestions against perceived barriers or challenges. All of these programs exist against a backdrop of supportive activity reflected in legislation, statewide programs, advisory reports, and organizations all endorsing and supporting service across the nation. Some of these efforts will be highlighted in Part I with more details in Appendix A. Part I ends with an examination of the existing information about who participates. The key questions investigated were, "How many young people serve?" "How often do they serve?" and "Do youth volunteers fit a certain type?"

---

[3] Samples of Volunteerism in American history are found in Appendix A.

SCHOOL-BASED SERVICE PROGRAMS

Schools implement service work and service learning experiences with a variety of approaches. For instance, some private schools have had a service graduation requirement in place for many years. As of this writing, a few public schools are now examining the feasibility of requiring service for graduation as well as awarding elective credits for service hours completed. Service Learning practitioners try to incorporate or "infuse" service experiences into existing classes. Other schools offer a separate class devoted to the subjects of service, leadership, civics—or all three. Still, a few schools designate a service-coordinator position. This individual helps manage and coordinate individual student community placements and projects. The coordinator serves as the teacher-liaison between school and community. Hybrids or combinations of all these formats also exist, and a few committed schools have more than one type of service program at their school.

All of the schools contacted offered traditional opportunities for service in the form of co-curricular service projects, like vocational students preparing holiday gifts or writing letters to soldiers as part of a class assignment or project. Many examples of extracurricular, after-school, or all-school service projects were also cited, like clothing drives, music groups visiting nursing homes, and athletes helping in local community projects.

This school-based section of the report emphasizes the newer movement, which may involve service-coordinators, service credits, or special attempts to integrate service into existing classes. This focus on newer models is not meant to devalue the traditional approaches because both approaches are needed if we are to foster an ethic of service by increasing the number of students involved. This representative listing begins with K-12 schools and finishes with samples from college programs.

Statewide Initiatives in the K-12 System

The threads of service are woven throughout the fabric of our Washington schools. The strands belong to a variety of vocational programs, student clubs, and different content areas or disciplines. School reformers and innovators support service as a vital part of one's education. Some examples cited by various specialists in the Office of Superintendent of Public Instruction (OSPI) are summarized as follows.

- OSPI has provided funds for various pilot projects promoting service. For example, a federal Chapter II grant for innovative programs supported the joint start-up of the Skagit County Service Learning effort which combines United Way, schools, and a consultant. This grant also helps fund a resource center and workshops for teachers. Marcia Riggers, of the Office of the Superintendent of Public Instruction, described how vocational funds in the Home and Family Life Program are used to fund a pilot project position for a community service instructor in the Shoreline School District. OSPI staff also participate in the Washington Coalition for Community Service and contribute time and funds at statewide Service Learning conferences.

- Barbara Mertens, the state specialist serving private schools, noted the long-standing commitment these schools have made to service. Bellarmine Prepatory, in Tacoma, is a good example and is described in detail later in this section. Private schools represent a valuable resource for public schools considering similar ventures.
- Larry Strickland, a Social Studies Specialist, of the Office of the Superintendent of Public Instruction, has identified 20 components of an exemplary social studies program. One component on the list includes Service Learning. He noted the long-standing interest in involving students in community service by social studies teachers.
- Experiments outside of mainstream schools continue to explore community service. Many participants in the state-funded Schools for the 21st Century project include service components in their school reforms. Shorecrest High School adopted a 60-hour community service graduation requirement in an effort to increase interaction between school, community, and family. John Anderson, who coordinates the Schools for the 21st Century project, suggested that community service was popular because, "…many reformers recognize that learning in the future will take place in many places and be facilitated by new partnerships between schools and their communities." Thus, service becomes a tool for redefining learning and restructuring schools.
- Leadership development is usually a part of the various vocational preparation programs in Washington. These programs combine leadership training with community service projects. C.J. Washington, who works with vocational-special needs programing, noted that special populations (disadvantaged and students with disabilities) are usually included in these leadership programs.

Perhaps some of the strongest supporters and practitioners of community service can be found in Washington's vocational programs. Their list of accomplishments and projects proved to be very impressive. Some examples reported from various programs are highlighted next.

Diversified Occupations (DO)

The DO programs assist students in developing employability skills by combining classroom training with on-the-job experience. The DO state organization has begun holding a statewide community service conference to recognize students involved in giving back to their community and school. Some examples of student efforts include making Christmas gifts in Puyallup, working in food banks in Omak, organizing an Earth Week in Everett, collecting money and clothing for victims of the San Francisco earthquake in Kelso, and supporting the Drug Awareness Resistance Education (DARE) program in the North Kitsap School District.

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)

FHA/HERO is a student vocational organization which is part of a national "Giving it 100%" project sponsored by NutraSweet. For 1991, the community service state theme is "Community Impact." Past examples of students' efforts include Toledo students working in the community child care center during holidays, and Tumwater New Market Skill Center students raising funds to take children and their families to Northwest Trek. In 1991, many schools have selected projects related to homelessness, peer pressure, teen pregnancy and parenthood, care for children or elderly, and literacy.

Vocational Agriculture Student Organizations (FFA)

Students in Agriculture Education classes participate in the service-oriented program known as Building Our American Communities (BOAC) which is part of Future Farmers of America (FFA). This program encourages leadership development and promotes community participation. Classroom knowledge is linked to the community through involvement in FFA sponsored activities, thereby helping to expand learning beyond the classroom walls. Student-designed service projects foster development of a strong work ethic. The impressive examples of service which are cited next show why Washington FFA chapters enjoy a national reputation for excellence.

Service projects in the Elma and Sumner FFA chapters have won national honors. Sumner FFA students worked with at-risk students to set up a Drug Awareness Resistance Education (DARE) program. They recruited speakers, conducted public awareness campaigns, and taught classes in both middle and elementary schools.

Elma students decided to work on the unemployment problem facing their logging community. They learned how to bid clean-up and replanting jobs for large logging companies such as Weyerhauser and Simpson, then hired local unemployed community members to carry out the contract work. In addition, students themselves built up the local fairgrounds and made planter boxes for local businesses.

> *"As we head toward the twenty-first century, many forecasts have suggested there will be fierce competition for community resources. Education, health care, infrastructure, defense, social security, and dozens of other areas will have to do with fewer resources. Furthermore, human service activity will form the core of our economic enterprises. Our schools can play an important role in preparing our young people to help overcome resource shortages...we educators have the opportunity to help young people experience the rewards of human service related activities."—R. Gerard Longo, Superintendent of Steel Valley School District, Pennsylvania.*

In the Cathlamet FFA (located in a logging and fishing community) students developed a self-sustaining yield management system for 100 acres of timber. Local loggers helped teach related techniques. Using funds generated from this program, students bought materials to build a 40 by 100 foot shop facility for their agriculture classes.

Students in both Elma and Cathlamet have helped the Departments of Fisheries to stock fish. In one project, student volunteers collected a half million salmon eggs during the critical spawning period. Volunteering for jobs which are hard to fill, these youth played a vital role during the brief spawning period

Project Service Leadership

Kate McPherson directs this unique project in an effort to promote an ethic of service by infusing or integrating service work into classroom curricula. McPherson assists several K-12 schools in planning, implementing, and assessing Service Learning policies and programs. Two of the schools McPherson has worked with are reviewed later in the report (Peninsula and Issaquah School Districts). Project Service Leadership also provides technical assistance, links schools with national resources, provides leadership training for young people, and organizes statewide Service Learning Conferences. In 1989 the project began publishing the *ServiceLine* newsletter to highlight various school efforts around the state.

In addition to these efforts, Project Service Leadership received assistance from a Chapter II grant to support the Skagit County Service Learning Initiative. In the fall of 1990, they sponsored a service conference to highlight service programs by and for young people. Northwest Educational Service District #189 has established a resource library containing curriculums, books, and videos on the subject of service with materials available to teachers statewide. The Chapter II funds also support workshops on Service Learning for teachers.

The National Youth Leadership Council in Minnesota chose Project Service Leadership to become one of three national Service Learning centers. The W.K. Kellogg Foundation has underwritten this venture which will establish model programs in elementary and middle schools.

Specific Samples in the K-12 System

This section represents a bird's-eye view of what can happen when service is promoted as part of the school's mission.

Centralia and Moses Lake School Districts—Exploring Rural Options

Centralia School District is exploring how to get every student from grades K-12 involved in service projects and learning by 1992. A steering committee began by creating an inventory of local community service projects. Next, they'll identify which activities are appropriate for each grade level. These efforts will compliment their community-business partnership efforts.

Dr. Ben Edlund, Superintendent of Moses Lake School District, wants the district to promote service under the banner, "Learning—You can't pay it back, so you must pass it on." Currently, students in the Moses Lake School District have several ways to "pass it on" within the curriculum and extracurricularly.

Spanish and German language students work after school teaching foreign language at latch-key programs located at elementary schools.[4] Students in Home and Family Life and the alternative school work in daycare programs located on school grounds. Other students are paired with special needs students in adaptive physical education. Vocational students work in local museums and senior centers.

The Superintendent wants to see even more students involved and is proposing that students be encouraged with transcript recognition. Dr. Edlund said, "Whatever a student contributes, 10 hours or 90, we could provide the appropriate credit or partial credit." In addition, they hope to expand current efforts in the elementary schools.

Peninsula School District—District-Wide, Infusion Effort

Many people consider this district to be a model for infusing service into existing classes. Examples of infusion or integration are listed next.

---

[4] Latch-key refers to programs which help provide supervision for children after school.

- High school art students buddy up with elementary students and work on art projects together. Other art students help a group of "young writers" develop covers for their books. In another project, art students create styrofoam sculpture to dramatize environmental waste problems.
- High school science students help to staff a science lab in the nearby elementary school. Previously, it had been opened only one hour a week by adult volunteers. Other students teach science lessons in elementary classes.
- Spanish students expand the use of their language skills to spend time working in a Hispanic community center in nearby Tacoma. Others collected Spanish language materials requested from a nearby shelter.
- Social studies classes include a community involvement component.
- Librarians set up a peer tutoring program.
- Psychology students create a self-help book for latch-key children.
- Elementary school students create books to share with patients in a local hospital.
- Middle school students publish a newsletter describing the life of a pre-adolescent. This newsletter is printed and distributed in a joint effort with the *Tacoma News Tribune*, and sent to countries around the world.
- Students organize an after-school service club, World Awareness Youth Service (W.A.Y.S.). The club continuously searches for new service opportunities related to environmental issues, local human and health service needs, and school improvement. Some students work twice a month with children in the Martin Luther King Shelter, others design a food fast to heighten awareness of world hunger, and many help set up recycling programs in elementary schools. Future plans call for organizing assemblies around contemporary issues or lobbying for transcript recognition of student service.

"For me, this was an experience of eye-opening, stereotype breaking, and attitude changing. I really grew attached to some of the kids at the shelter and found myself wanting to return to see them again. I am a person who was initially opposed to the whole service learning thing. Between what I have seen and done through the Buddy program this year, and my time spent at the shelter and in subsequent W.A.Y.S. activities, I have changed my attitude almost completely (which is not something I do very often)...I am becoming convinced that just a little time required in community service will yield a lifetime of dedication to help."—*Gig Harbor High School Student*

Dr. Tom Hulst, Superintendent of the Peninsula School District, has provided tangible support for teachers wanting to integrate service and experiential learning into their classes. Support has included release time to attend workshops, in-service training, and conferences. A consultant was hired to facilitate and support these changes.

The school district is also exploring interagency partnerships. The Environmental Protection Agency (EPA) and the district are currently exploring a joint project. With funds from the EPA, teachers will help develop a curriculum to involve students in learning about and monitoring water quality.

Issaquah School District's Multifaceted Approach

Issaquah School District hopes to give each student a passion for lifelong learning by developing traits of flexibility, risk-taking, humor, resourcefulness, self-confidence, and civic participation. Many of these character traits are being taught through various community service activities.

Some learn about serving by becoming peer tutors. The tutor program at Issaquah High School emphasizes benefits to both the tutor and the tutee. One tutee commented, "I remember stuff better because they understand what I'm going through. I'm doing better and I feel more confident." As in most service experiences the "giver" also receives benefits. A tutor commented, "I'm learning how to more effectively communicate my ideas while developing patience—I learn what it's like to walk in someone else's shoes." Other students learn about serving their community in the beginning and advanced leadership classes. Students begin by serving a specified number of hours in local agencies and later progress to designing their own projects.

Other service experiences take place outside of class. For example, students and community volunteers teamed up to work on a Technology Improvement Project. They developed a plan to update the technology related instruction. In the second year, students will be able to earn credit for participating in this project.

The district also participates in a University of Washington managed grant designed to help at-risk youth stay in school. One strategy being explored creatively connects community service with at-risk youth. Jim Seiber, the Coordinator, helps facilitate young people's re-involvement in school by placing them in service projects related to class work. A student who does not succeed with traditional English class assignments has the alternative of earning credit by working in a nursing home and writing about the experience later. This experiential option helps pave the way back to school success.

In addition to this work, Seiber organized a rather unique summer service program in 1990. Based on a Minnesota model, Seiber established a five-day service camp, with the help of several small businesses, service groups, and local agencies. Students learned a great deal about themselves and their community.

As a result of this work, Seiber continues to gain detailed knowledge of local service opportunities. Clubs, teachers, and community members seek him out for advice about Service Learning opportunities. In this fashion, he functions as a quasi-coordinator.

"After the summer service camp, my child became a richer and deeper person…a person more aware of others and more considerate."—Observation of an Issaquah Parent

Bellevue School District—Service Coordinator Model

The Community Connections program in Bellevue offers a unique approach for encouraging student service. Jan Stout operates this program as part of a larger position that promotes school-community partnerships.

Coordinating the service program involves recruiting and training the adult volunteers, working as the liaison with community agencies, establishing criteria for service experiences, and assisting teachers who wish to infuse service opportunities into their curriculum.

Working in a team with seven adult volunteers, they help connect students with 35 different community agencies and service projects. The adult volunteers serve an average of one to two years and are involved in managing information about local agencies advertising service opportunities, guiding students in the selection of volunteer experiences, managing the record keeping system for service hours performed, and following up with sites. Local civic groups also help by providing recognition events for outstanding students.

After working 50 hours, students can earn documentation on their transcript notating their contribution. Students record their service hours on small, wallet-sized cards. At one high school, 490 students carry the wallet service cards. Service can only be counted if it results in a benefit to others. Raising money for a club to take a trip, court-ordered service, proselytizing, and projects involving compensation are not included in their definition of community service. In the future, they hope to set up a class on service for credit.

Shorecrest High School—Using Vocational and Interdisciplinary Methods

Shorecrest was selected as a Schools for the 21st Century model site which gave them new flexibility and financial support to restructure their school. In their process of change, they adopted the goal of increasing interaction between school, community, family, and student. One result was a brand new graduation requirement of 60 hours of community service. The program goal is to foster a sense of personal responsibility as the young people become integrated into the surrounding community.

The program is coordinated by a Home and Family Life teacher. The Office of the Superintendent of Public Instruction granted them vocational status in a pilot project and consequently funds the coordinator's position. Mary Ann Anderson, the Program Coordinator, works closely with local agencies in planning student placements and helping them identify useful service activities. In addition, she makes presentations about local service opportunities to students, uses career assessment tools to identify student interests, and coaches students in site selection. Anderson has also organized a Community Resource Fair, recruited classroom speakers, and coordinated field trips to local agencies for students in the tenth grade English classes.

Through a team-teaching format with tenth grade English instructors, Anderson is able to reach all of the students. The English Department reinforces the theme of community and service by using literature portraying the different dimensions of family and community interaction. Completion of community service assignments accounts for 20 percent of the English grade. English class activities involve journal writing, interest surveys, discussions, and reports about experiences.

Students begin working on their 60-hour requirement in their sophomore year with the goal of completing 20 hours of service each year. The service hours must be completed on their own time, typically outside the school day. A part-time aide helps enter and track data about student hours. Anderson reports that many students will have completed all 60 hours by the end of their sophomore year and, as a result, many students will exceed the requirement. Shorecrest demonstrates what can be done when service is expected and the program is fully staffed.

Bellarmine Prepatory—Independent Service Class Model

Private schools have a rich tradition supporting service and Bellarmine Prepatory, in Tacoma, Washington, is an excellent example. The Community Service class at Bellarmine Prep is one of the state's oldest and best managed service programs. Bellarmine has the equivalent of two staff positions devoted to community service development. This type of commitment appears to be unparalleled in public schools. Regardless of these costs, the school feels the program serves a vital role in their overall school mission. In 1989-90, students at Bellarmine contributed 13,620 hours of documented service for an equivalent community donation of $68,100!

In 1989-90 approximately 200 students voluntarily enrolled in the elective Community Service course, and put their names on a waiting list for the 1990-91 School Year. The one-period class is team taught under the direction of Joan Fleet. About 40 percent of the students volunteer time in local agencies and service organizations (shelters, food banks, daycare centers, rest homes, hospitals, specialty health clinics, and a local juvenile corrections facility) while another 60 percent work in local schools as tutors and aides.

Student orientation lasts three weeks and includes visits to local sites and training in specific skills (goal setting, communication, journal writing, problem solving, legal and safety issues, dress code, work ethics, etc). Sites must be within 10 minutes from the school so that students can provide at least 30 minutes per day at the site. Students attend sites four days a week. On Friday, they conclude the week with instruction and debriefing (called reflection). Friday instruction is determined by specific needs of the group or service sites and may cover topics like mental illness, early childhood development, child abuse, aging, death, and dying.

Students are graded on participation at the sites, reflective journal writing, class assignments, and a final student-designed project. In addition, the teachers observed that a number of students go to their sites on their own time and contribute extra hours. Staff follow up with two to three contacts to each site per semester. The staff maintain awareness of student development, reactions, and thoughts by reviewing the daily journals. An entry from one journal, reprinted from the 1989-90 annual report, illustrates the power of the program to effect both the giver and receiver of services:

> "Today for one very clear moment, I was truly able to see what we're doing here, what Community Services is all about…'We sure like having you girls come in,' said Mabel. 'It's like a bright spot in the day.' She pressed her lips tightly together as her face clenched in pain. Her eyes filled with dry, silent tears…"
>
> "… She seized desperately upon the hand I offered, 'Oh, what's wrong? Is there anything I can do?…Your hands are so cold…' Mabel whispered, 'Let me warm them up in your hands' ."

The program's excellence is also reflected in the numerous awards bestowed upon them nationally, statewide, and locally: Carnegie Foundation National Model in Service Award, Governor's Award for Outstanding Volunteerism, J.C. Penny Golden Rule Award for Outstanding Service, to name a few.

> *“Society preys on consumerism. Young people are taught through media, and other subtleties, that getting is better than giving. Community Services attempts, through a chosen involvement, to inform students that they are needed, that their efforts can make a difference, that institutions can be changed, that cooperation is more satisfying than competition, and that helping other people is hard work and demands commitment.”—*
> *Joan Fleet, Community Service Program Director, Bellarmine Prep*

Urban Schools—Infusing Service Into a Civics and Leadership Class

Efforts in large school systems are difficult to summarize because there are so many fine examples. As a result, the samples from Tacoma and Seattle are only a few elements within a larger picture. Focusing on these two examples should in no way suggest that this is all that is being done to promote service in the Tacoma and Seattle school systems.

There are many different ways students can experience service in the Tacoma schools. One newlyfounded program will attempt during the 1990-91 School Year "to encourage community contributions by Tacoma students." This effort will be coordinated by building-based service coordinators operating in a cocurricular (after school) position. This model evolved after more than two years of exploring how to utilize service in the school experience.[5]

Teachers are identified in each school as "building coordinators." Their responsibilities will include promoting service, helping students establish a plan for involvement, monitoring the hours and progress, serving as mentors, and supervising reflective activities. Students will contribute their time after school. And, because it takes place after school, coordinators are paid like coaches. Students can earn a semester credit after accumulating 90 hours of service. Typically, the service is verified by a community agency in which the student volunteers.

Among many school and community programs in Seattle, two new and promising approaches are exemplified by the Civic Leadership class at Rainier Beach High School and the Mayor's Education Summit.[6]

The Mayor's Education Summit followed community meetings attended by over 2,000 citizens. At the two-day summit, different work groups met with representatives from business, parents, community organizations, and schools. They discussed various ways the city could help strengthen education efforts in Seattle. One suggestion emphasized the value of mentoring and using cross-age tutoring between grades and schools. At the summit, some people felt that this type of service work could be supported by school credit or pay. A levy passed in 1990 will be used to implement suggestions proposed at the summit.

---

[5] Other programs working with school-age youth and with schools like the Tacoma Youth Initiative and Safe Streets are discussed elsewhere in the report.

[6] The Partners In Public Education (PIPE) program also addresses development of civic involvement. Likewise, Kids Board and Earth Corps (YMCA sponsored) youth programs also have school connections. These programs are discussed later in Part I.

At Rainier Beach High School, Ron Jensen and Kathi Lehr teach a Civic Leadership Class with a community service component. They believe that it is important to help students define community in a way which fosters the notion of civic responsibility and involvement.

The class is built upon two-week themes (or instructional units) revolving around topics like leadership skills, multi-cultural awareness, local community awareness, participating in choosing leaders in a democracy, gathering information and communication, constitutional issues, and cross-community and cultural comparisons. The class has a highly interactive format involving seminars, speakers, classroom group work, and community experiences.

Students spend one day a week serving in a local agency. In addition to providing service, the class is also served by volunteers in the form of a mentor program. To help accomplish the many goals, the class meets for two periods which allows time to process activities, make community visits, and complete projects. Students appear to be very happy with the class as typified by the comment: "I learn more in this than in my other classes. And, I'm going to retain it because I take more responsibility for my learning. It's always fun."

Specific Samples in Colleges and Universities

Nowhere is the resurgent interest in community service more visible then in the budding national community service movement in higher education. In 1985, a handful of Ivy League college and university presidents organized the Campus Compact to stimulate voluntary community service. By 1987, 259 campuses were involved. In 1984, the national Campus Outreach Opportunity League (COOL) began with a small band of college graduates who wanted to encourage other college students to get involved. Six years later, 600 campuses have become involved with COOL and 1,500 students attended their annual conference in UCLA in 1990. In Connecticut ,the Department of Higher Education sponsors an annual Community Service Fellowship conference. In 1989, 16 campuses attended; in 1991, it drew representatives from 40 campuses. A similar tide of rising interest has been noted here in Washington. Betty Fallihee, staff member at the Higher Education Coordinating Board, observed that, "Washington has a rich tradition of service emanating from campus."

Service on campus appears to meet two basic needs, idealism and career development. The literature constantly lists these as two of the most common reasons college students give for choosing to serve. People interviewed in Washington supported this notion by pointing out that career decisions can be more fully explored and tested when students engage in service work. Washington State benefits at the same time because many students often choose a career in public service as a result of their service work. Washington communities likewise benefit when students' efforts help fill unmet needs.

Like their counterparts in the K-12 school system, those interviewed from the college and university world were equally eager to promote and support school-based service opportunities. And like the K-12 system the tradition people can be found on campus who will testify to the long tradition of student involvement in service. However, no hard data was found to suggest that the majority of students engage in service as a consequence of school programs or policy. In other words, while the phenomenon is widespread, the depth of the opportunity is still in question as of this time.

Higher Education Coordinating Board (HECB)

This Washington state board provides support and coordination services for colleges across the state. In the arena of service, HECB creatively pairs work-study dollars with mini-grants to create new community service opportunities. When state and federal work-study monies are combined, 100 percent of a student's wage can be covered for work performed in community agencies which often lack the financial resources to employ staff. Students choose work related to their major or career interests.

This phenomenon encourages new and creative partnerships between colleges and local agencies. Students, schools, and communities benefit from these work-study service-based collaborations. For example, several programs use work-study students as mentors to at-risk youth. Often the the student-mentor turns out to be a person who also comes from a family which once received services. As a result, these mentors possess special insights and use unique abilities which help them relate to those they serve. In the process, all who serve help put a human face on the delivery of human services. Fallihee, the Assistant Director for Student Financial Aid, felt that the work-study service programs help enlarge the number of at-risk and ethnic minority youth exploring new schooling, training, and employment opportunities.

Some of the programs which have earned Washington a reputation for innovation in work-study and community service are described next. Each program describes a different specialized way in which work-study students can get involved in local service agencies and projects.

- Minority Outreach, Remediation, and Employment (MORE) work-study students work under the auspices of local Job Service Centers to help youth (14 to 15 years old) explore college and career options. They also provide support for academic preparation.
- College Opportunities Mentorship Program (COMP) college students provide outreach and support to Native American and Hispanic youth and families at the Heritage College located in the Yakima area.
- Summer Motivation and Academic Residential Training Program (SMART) is a unique collaboration between Office of the Superintendent of Public Instruction (OSPI), State Board for Community College Education (SBCCE), State Board for Vocational Education (SBVE), Employment Security, and Higher Education Coordinating Board. The program works with at-risk youth on basic skills, paid work experience, career exploration, personal growth, and community service.
- The Adult Literacy project was set up with involvement from the regional Office of Department of Education, Washington Literacy, SBCCE, OSPI, and Washington State Association of Student Employment Administrators. Students work in literacy programs located in colleges and community agencies.

Future projects will demonstrate best practices and develop evaluation and reflection tools for service projects. Programs slated for 1990-91 include a variety of outreach, mentoring, training, and service programs across Washington. Some examples of the expanded effort are listed next.

- College-to-high school mentorship (Centralia Community College)
- Community service project with troubled teens (Gonzaga University)
- Mentoring project to assist public assistance recipients (Clark College)
- Community service project for homeless people (Spokane Community College)
- Community service demonstration project focused on mental health needs delivery (Wenatchee Valley College)
- Police Relations Education project (Columbia Basin Community College)
- Project Succeed serving an English as a Second Language (ESL) literacy project (at University of Puget Sound).

"*I'm a first generation high school graduate. My family couldn't afford the basic necessities for my job—office clothes and travel costs. That's when MORE (Minority Outreach, Remediation and Employment Program) really helped. The college student tutors also helped me pass my final exams which opened up so many opportunities. Now I'm in tune with the professional world and I know exactly what I want to do. I want to go into bi-cultural education and help other kids see the opportunities that are available.*"—Student from the Tri-Cities area

---

State Board for Community College Education (SBCCE)

No information about direct efforts by SBCCE to promote community service was found. However, Ron Crossland, Associate Director, did feel that a student's service experience complimented the community-based learning policies of most colleges. These policies often advocate linking community experiences to curriculum. Typical examples of community-based learning includes Cooperative Work Education, Independent Study, and Vocational Extern and Intern programs. Dr. Crossland went on to point out that the tradition of serving others is present in both social clubs (e.g., chess club, veteran's club) and as cocurricular clubs linked to curriculum (e.g., business, health, etc.)

While the Cooperative Education programs are typically focused on employment preparation and support, a version of this model could be directed at community service. An example of this approach is reviewed next in the description of Seattle Central Community College.

Seattle Central Community College (SCCC)—The Work Co-Op Model

SCCC uses a work co-op model funded from federal financial aide allotments. The program was new in 1990, having been in existence for only three quarters. Through this program, students are able to earn credits for service on an elective basis. Julie Rogers, the Coordinator, develops and monitors service sites in the same way a career counselor develops and monitors job sites. She counsels students using an inventory she has compiled about service opportunities. The inventory also reflects the career-service connection because agencies are also cross-referenced to college majors and occupational areas. At the end of a term, students are required to produce a reflective piece about their experience.

Most community college students are typically older than their college counterparts. As a result, they have family and work responsibilities in addition to study responsibilities. Students reported that finding time for service is often difficult. The coordinator and students interviewed felt that being able to earn a credit for service eased the decision to get involved, or stay involved.

The Evergreen State College—Self-Directed, Liberal Arts Approach

Because this college emphasizes self-directed studies, students have many options for designing their own educational enterprises and incorporating service projects into a course work. Dr. Russ Fox has been infusing service into his classes for a number of years. He described a number of creative examples of student service efforts.

- Helping neighborhoods organize for needed services and change.
- Promoting environmental issues.
- Sharing computer skills with small businesses.
- Writing grants to fund a local shelter for abused women and children.
- Using media skills to develop training tapes for the local police department.
- Working with Washington State University students in rural improvement projects.

Campus Compact in Washington State

Campus Compact is a national voluntary association of 300 public and private colleges. In Washington, college presidents from Evergreen State College, University of Puget Sound, and Seattle University have been active in the national association. Grants from Stewart and Jackson foundations are currently being used to assist in the development of a Washington State Compact. In addition, the national organization made a Ford Foundation grant to the University of Puget Sound (UPS) to set up the UPS Kids Can Do project. David Dodson, Dean of Students at UPS, stated that "over 100 Puget Sound students have served as friends and mentors to a similar number of 6-14 year olds who live in educationally or economically deprived sectors of upper Tacoma."

Seattle University—Campus-Wide Involvement

Seattle University has earned a reputation for its commitment to student service and leadership development. Their approach demonstrates the riches which result from a well-planned and well-staffed effort. Their programs offer a multifaceted approach to supporting community service in classrooms, clubs, and independent learning efforts. These efforts result from the intertwining efforts of two programs, The Volunteer Center and the Center for Leadership and Service.

The Volunteer Center has several ongoing programs. Center staff maintain a list of or 200 agencies which can be matched to a student's interests or class assignments. The staff also supports individual students looking for personally chosen volunteer experiences. Betsy Putnam, the Center's Director, works with faculty to identify appropriate Service

Learning experiences relating to the instructor's class objectives. The staff also supports instructors by providing speakers and follow-up instruction on specific topics, and helps lead reflection (debriefing or evaluation) sessions following service experiences. The Center's staff also work with the campus ministry and student clubs such as the Circle K. The club combines social and service functions under the banner, "Service can be fun."

A host of service activities are sponsored outside the classroom. One example is "The Urban Plunge" which attempts to build empathy for the homeless. To develop an understanding of homelessness, each student is asked to try and survive for a day with only a dollar and a list of human service agencies. Longer experiences were designed for spring break. National and international service opportunities like VISTA, Jesuit Volunteer Corps, and Mother Teresa's Missionary in Calcutta are posted.

The Center for Leadership and Service promotes community involvement through separate classes, retreats, and conferences. They assist with character and leadership development by helping students identify their personal values and philosophy. Other programs stress leadership theory, practice, and application. Students are encouraged to use their leadership skills in community projects.

COMMUNITY-BASED PROGRAMS —NONPROFITS

Unlike schools, which can be grouped in discrete categories (K-12, post-secondary, and college), community-based, nonprofit organizations are not so easily categorized. This makes surveying and reporting a little more complicated. Two approaches were used to survey community-based programs.

First, organizations with a primary mission connected to volunteerism were surveyed. Volunteer Information Points (VIPs), which are affiliated with the State Center for Voluntary Action, in the Washington State Department of Community Development, were contacted. VIPs are comprised of local volunteer bureaus or voluntary actions centers located within larger organizations like United Way.

Second, community youth organizations with a specific emphasis on community service (sometimes also called "student leadership") were surveyed. This group includes traditional agencies with innovative youth service components like the YMCA's Metrocenter (part of the Seattle YMCA), or United Way's Volunteer Youth Training And Leadership (VYTAL) program in Pittsburgh, Pennsylvania. This networking led to other youth projects and initiatives like The Washington Leadership Institute, Spokane's Community & Youth Partnership, and Tacoma's Safe Streets and Youth Initiative. Government, business, and labor programs were surveyed separately and are reported in Part I.

Volunteer Information Points (VIPs)—Volunteer Bureaus

Volunteer Information Points responded to a statewide survey. VIP respondents, representing local volunteer bureaus and agencies, are organized on either a county or city basis. The respondents to a mail survey included VIPs from the areas listed on the next page.

County Wide VIPs	Specific City VIPs
Pierce, Snohomish, Skagit, Benton/Franklin, Yakima, and Clark	Bellingham, Longview, and Bellevue

Every VIP surveyed noted an increased interest in youth service as represented by either office discussions, referrals, or media attention. Most VIPs expressed an interest in increasing the service opportunities for youth in their communities. While no hard and fast statistics about who is involved could be found, a few shining examples do stand out:

- The Bellingham youth coordinator received 20 calls seeking volunteer opportunities after an article appeared in a local paper.
- A high school senior in Longview spent 20 hours organizing a Youth Awareness week.
- The Northwest Education Service District, working with only two schools, placed 400 students in volunteer activities in one year.
- The Benton-Franklin Volunteer Center reports 253 youth, under the age of 21, gave 30,360 hours in 1989 by working in 53 agencies!

Some of the typical activities and places reported in the VIP survey are listed next.

What is being done? (sample activities)

- Coach in sports, perform, and entertain.
- Conduct intake interviews and surveys.
- Work with animals.
- Tutor in literacy programs.
- Assist during emergencies (i.e., oil spills, fire fighting).
- Help in beautification and anti-graffiti projects.
- Plan conferences for and about youth.

Where service is being done? (sample places)

- Scouts, Campfire, YMCA, 4-H, Special Olympics
- Parks and recreation centers
- Churches, synagogues, related youth groups
- Juvenile justice and police departments
- Extension agencies
- Retirement homes
- Volunteer fire departments
- Crisis centers and phone lines
- Theaters and museums
- Habitat for Humanity
- Government agencies providing direct service in family services agencies, group homes, and rehabilitation centers

YMCA Metrocenter - Variety is the Spice . . .

The Metrocenter provides many different ways for youth to get involved in serving their community. Samples of the great variety of program offerings include:

- Serving on KidsBoard, young people advocate for issues they are concerned about and provide leadership to other Metrocenter programs. Two of the 30 representatives may sit on Seattle's Commission for Family and Youth.
- Teen Hotline involves over 50 volunteers, who staff the telephone hot line, give group presentations, and write a weekly column of advice which is published in the *Seattle Times.*
- Earth Corps boasts over 1500 members involved in local school clubs sponsored by the YMCA Metrocenter. The corps leadership (about 200 young people) attend retreats, receive training, and write manuals in addition to working on community projects

United Way - Helping Youth Make a Difference

United Way supports schools encouraging service by providing lists of volunteer opportunities. The King County chapter has also supported a new elementary school project. More typically, United Way of King County helps fund various nonprofit youth agencies which promote community service in their various programs as indicated next.

- Friends of Youth operate a crisis line, shelters, and residential programs in the community.
- Campfire programs set up babysitting programs to serve youths with disabilities.
- The Girl Scouts establish mentor programs for junior high students transitioning to high school.

Nationally, the United Way sponsors a *Young America Cares!* program. This program provides support to the more than 150 local chapters across the country. At the chapter level, youth programs are often run by the youth themselves who get involved in homeless shelters, nursing homes, recruiting peers to work on local issues, and conducting needs assessments. *Young America Cares!* provides technical assistance, distributes video materials, and conducts conferences. Their manual details how local United Way agencies and youth programs can work with schools to encourage more community service programs and projects.

Young America Cares! recently paired up *StarServe (Students Taking Action and Responsibility in Service)* which is a Point of Light Initiative. *StarServe* developed a short classroom activities packet and teacher guide which were sent to more than 94,ooo schools. It will heighten public awareness about youth service with a national media campaign.

The Governor's School for Citizen Leadership

In the summer, youth from across the state converge on the Governor's School for Citizen Leadership. While in attendance, they receive training in leadership, critical thinking, and values clarification. Young people are also exposed to a broad range of social issues affecting the quality of life in our state. They "graduate" from this intensive training event with a new view of themselves, their community, and their responsibilities. Motivated young adults return to their home communities excited by the prospect of "trying to make a difference" through involvement in a project they design. They receive on-going encouragement and support from the Seattle-based staff or through locally organized "youth initiatives." The Governor's School and youth initiatives are coordinated by the Washington Leadership Institute, which is housed at Seattle University, under the leadership of Steven Boyd.

There are five youth initiatives around the state. The local youth initiatives support the graduate's attempt to carry out a community service project each month. Some examples of past projects include:

- Cleaning up a beach in Steilacoom, Washington.
- Food drives and painting homeless shelters in Snohomish County.
- Planning a teen center in the Portland-Vancouver area.
- Working on graffiti and gang-related issues in Tacoma.
- Matching high school volunteers with latch-key children in Spokane.
- Creating a tutoring program for schools that serve large numbers of homeless children in King County.

> *"Before I came here, I was always the bold one, standing up to be called on, leading from a visible position. But now, I have realized to really be a good leader I have to make sure other people are heard and listened to."*—*Governor's School Graduate*

Spokane's Youth and Community Service Continuum

Spokane's Community & Youth Partnership (part of the Spokane Chase Youth Commission) has set out on an ambitious program to create a continuum of service opportunities tailored to the different needs of young people from early adolescence through young adulthood. There are three components in this program. In the first step, 13- to 15-year-olds begin exploring service opportunities in the Community & Youth Partnership. This program blends together service-newcomers and at-risk youth in volunteer placements at local agencies.

Next, older high school students interested in community issues can join The Spokane Leadership Institute. Like the Governor's School, this program encourages young people to exercise their leadership skills in the design of their own service project. Therefore, the first phase of training focuses on leadership, team building, communication skills, ethics, and values, culminating in the development of a personal vision. The next phase connects this vision with local problems to be worked on in groups.

In the third step, young people receive intensive training about their community. They examine local government, school, and human service systems. As a result, the program hopes to identify and train young people with the capacity and desire to serve in local advisory groups.

Joanne Benham, the Program Director, also spoke about planning for an Urban Youth Service Corps in the future. She envisioned a full-time, stipended program. Unlike the Washington Service Corps, the emphasis would be on group projects rather than individual placements.

Tacoma's Vision for Safe Streets for Youth

After several public meetings with over 15,000 citizens, and later 4,000 youth, Tacoma neighbors developed a vision of the kind of community in which they would like to live. It involved reclaiming their community with neighborhood initiatives and the emergence of the Safe Streets Initiative. Later, a specific youth focus resulted in the additional presence of two organizations, The Youth Consortium and Tacoma Youth Initiative.

The Youth Consortium provides a cooperative forum for citizens who want to strengthen neighborhoods and thereby reclaim them from anti-social diversions (gangs, violence, drugs). Members include representatives from various ethnic groups, government agencies, nonprofit agencies, and religious groups. This interdisciplinary approach sets a new tone of cooperation among diverse neighborhoods and even different communities. This has resulted in sharing and awareness campaigns. Youth from at-risk neighborhoods exchange ideas with peers from suburban Puyallup and Lakewood communities. Henry Mincey, one of the Safe Streets organizers, said the Consortium's goal is to "turn lives around and keep kids on the right track."

Mincey described the positive effects of offering young people a pro-social alternative to the anti-social activities of gangs and drug cultures sponsored by the Consortium:

- Organizing a youth services and opportunities fair ("Youth-A-Rama").
- Leading a graffiti cover-up program.
- Enlisting senior high students to steer junior high students away from gangs and drugs.
- Teaching at-risk youth how to use video equipment and methods in the production of public service announcements.

The Tacoma-Pierce County Youth Initiative has a working partnership with the Safe Streets Initiative through which young people develop prevention and outreach projects to address gang-related issues. Some projects include middle school mentor and education programs, graffiti removal, and the development of alternatives to gang involvement, such as a midnight basketball league. Youth Initiative members have also been involved in community surveys, beach clean-ups, and food and clothing drives, and assisted in planning for an arts and service center (TASC) which will provide cultural and recreational alternatives for Tacoma's youth. Young people involved in the Youth Initiative speak at conferences and give workshops. As a result, a speakers bureau has been set up to provide youth input to civic groups like the Kiwanis and Rotary Clubs. Local business and service groups have responded by helping secure funds for a positive-rap group called "2 D Point" which not only provides a recreational alternative for other aspiring "rappers," but also creates school assembly programs and public service announcements.

The Giraffe Project

Formed in 1982, this nationally recognized project pursues the notion that "our society's problems will truly be solved only when enough ordinary citizens are willing and able to stick their necks out and take responsibility for solutions." To inspire people to act upon their own ideas and ideals, they use the time-proven method of story-telling. A volunteer committee selects "Giraffes" such as 15-year-old Norvel Smith who stood up to gangs in her Chicago community, including speaking out against gang violence at an all-school assembly. In Woodinville, Washington, Kristin Johnson took her conservation concerns to other students. Using speakers and slide shows she inspired elementary students to write Congress about the rainforests and got her junior high school to install recycling bins in each classroom. Norvel and Kristin and 600 other Giraffes have been identified world-wide.

These type of stories are distributed through the popular media as press releases and have been included in *Time, Parade, USA Weekend, Readers Digest, People, The New York Times,* and *Glamour*. The project's ability to tell credible and inspiring stories has been recognized by television and radio with stories aired on CBS, PBS, CNN, ABC, and Voice of America. Giraffe radio stories have been read by such volunteers as Candice Bergen, Steve Largent, and Raul Julia. The media coverage helps attract resources needed by Giraffes to continue their work. The project also disseminates the stories of Giraffes through its quarterly journal, *The Giraffe Gazette,* and in newly developed school materials.

The Giraffe Project is in the process of putting the final touches on its new education-oriented programs. The school project includes a "teachers' kit" designed for teachers in elementary, middle, and high school. The project shows students how to follow a seven-step sequence (like the seven neckbones in a Giraffe) culminating in a community service activity. The steps begin with developing a personal vision for solving a problem, lead to assessment of risks to be taken and tasks to be completed, and end with students taking action. The material is enriched with Giraffe stories, reference sections, and worksheets. The *Giraffe on Campus* supports on-campus organizations involved in community service. The program utilizes Giraffe speakers and inspirational training materials. The program aims to increase the numbers of students turning out for community service during their college years, and to inspire a lifelong ethic of service.

The Giraffe Project is funded by 27 foundations and hundreds of private donors. Approximately one-third of their support comes from membership (presently 3,000) and the sale of shirts, mugs, and other "Giraffenalia." Giraffe lectures and seminars have inspired audiences across the country. In addition, the project reaches overseas through the Voice of America and has established an office in the USSR. Named by the White House as Point of Light #129, they have become a valuable state and national asset.

PUBLIC SECTOR—Government Service Opportunities

Each year, Washington citizens donate a mountain of time to volunteering with agencies, advisory councils, and in direct service programs. Maryln Brady, Volunteer Program Manager in DSHS, reports that citizens contribute about 5,000,000 hours to her agency in a single year! These figures may underestimate the total because they are based on Labor and Industry records and do not include volunteers who have other insurance coverage from the military, ACTION, work-study and intern programs, Retired Senior Volunteer Program (RSVP), and state employees. Brady stated that there are over 100 DSHS sites reporting volunteer activity. Other programs make use of volunteers in agencies dealing with health, environment, and transportation. As Stephen Boyd (from the Governor's School) eloquently put it, "...volunteers working in agencies help humanize the service delivery by adding the one-to-one or personal contact. Volunteers put a human face on the human services programs."

Department of Social and Health Services (DSHS)

A sample mail survey was conducted with DSHS staff using volunteers. Twelve sites from around the state responded to the survey about youth service. They identified the following ways in which youth volunteers were utilized:

- clerical operations
- peer helpers
- big brothers/sisters to foster children
- assisting in policy review
- transporting clients
- participating in youth diversion efforts
- helping in recreation and coaching programs.

Respondents felt that young people enhanced the delivery of services because they brought new energies, ideas, and enthusiasm. At the same time they felt that young people gained a deeper awareness of the agencies and clients being served. One person wrote, "When youth serve, they help connect the agency to the community."

State Employees Focus Group

A focus group of state employees inside and outside of DSHS gathered to explore the dynamics of youth service. While the focus group members did not have direct contact with youth volunteers, their observations may be important for those wanting to develop strategies for linking young people with government agencies.

Most of the participants expressed the idea that service and community-oriented projects brought agencies together in very positive ways. The Washington Conservation Corps was cited as an example which developed projects resulting in collaboration where a park rehabilitation project might access vehicles from the Department of Fisheries and tools from the Department of Natural Resources.

One issue which concerned all of the focus group members was the predicted labor shortage. Representatives from the Washington Conservation Corps and the Long Term Care Commission voiced specific concerns about the future birth rate and the present decline in the size of the youth population because this reduces the size of the labor pool. Long term care programs already experience difficulty in filling caregiver positions. As a result, the Long Term Care Commission is looking at increasing use of volunteers as a means of filling the labor gap. As a result, everyone felt there was a need to attract more young people to public service. Consequently, several members concluded positive service experiences in public service might be very important to future Washington human service programs.

> *“In my job at the Domestic Violence/Sexual Assault Program (DV/SA) I realized how essential it is to have people in the community helping the less fortunate. We need to work together as a team in order to accomplish anything worthwhile...My position at the DV/SA is the Volunteer Coordinator...Having trained volunteers enables the program to be staffed 24 hours a day; always having an advocate available to answer the crisis calls...I have been involved in giving presentations to the Natural Helpers at the local high school and also to Teen Parent Support Groups. It is a priceless experience to really be able to help someone in need. I have seen wonderful results in our clients.”*
> *—Washington Service Corps Graduate*
>
> *“...Being the Volunteer Coordinator/Office Manager gave me the chance to be a leader. No one has ever given me the opportunity to let my full potential surface....The experience I've received has really given me direction. Obtaining this valuable information before starting college, I clearly see my interest in becoming a psychologist...”—Washington Service Corps Graduate*

PUBLIC SECTOR—Washington Service Corps

The tradition of serving full time in a stipended service position is generally associated with the Peace Corps and VISTA. Washingtonians adopted that tradition in 1983 when they funded the Washington Service Corps (WSC). The stipends help make community service a truly egalitarian affair by providing financial support for those who want to serve. Many who join the corps have educational and economic needs—and are in search of a second chance.

Corps members receive a stipend, plus a $150 educational assistance grant. At the end of service, they are eligible for competitive scholarships. Members work full time under direction of a sponsoring agency for six months. This agency pays WSC a cash match of $840 as their investment in the youth's assignment. With this match from the sponsor, WSC pays the corps members $600 a month and provides medical insurance and educational assistance. Bill Basl, the Corps Director, states that program graduates continue their volunteer service long after their corps assignment has ended. Several people have entered into a public service careers as a result of their experience. (23)[7]

> *“Being in this program [a child abuse center] finally showed me that there was some assistance going to the poor...I was pleased to see that programs like this actually existed and the money came from the government.”—Peninsula School District High School Student*

Basl points out that the stipends compute to slightly less than minimum wage. Thus, the decision to serve, rather than work for a higher wage, demonstrates that many youth possess a desire to explore themselves and their communities through service work. The Corps helps them develop their talents in nontraditional ways (outside of entry level work or school). It addresses the need for career development and training of the "forgotten half" who are not attending college.[8] With support for schooling and additional scholarships, WSC offers unemployed, out-of-school youth an exciting way to engage in learning new skills while serving their community.

---

[7] Numbers appearing in parenthesis at the end of statements refer to a reference source. This simplified reference notation refers to a specific author or title listed in the reference section at the end of the report.

While service corps exist in several states, Washington's version has achieved many accolades and national recognition. The WSC has been mentioned in numerous reports and studies such as: *The Forgotten Half: Pathway to Success for America's Youth and Young Families,* William T. Grant Foundation; *Servicing America,* The Human Environment Center; *Community Service: A Resource Guide for States,* The National Governor's Association; and *Tackling the Youth Employment Program,* The Children's Defense Fund.(23)

Corps members work in programs serving older citizens, children, juvenile offenders, abused families, and farmworkers. Other members provide valuable support to museums, food banks, and police and fire departments. Corps members help amplify the delivery of social services in these areas. About 60 percent of the program placements are used in distressed counties such as Grays Harbor, Yakima, Okanagan, and Stevens Counties. Thus, the program essentially supports local economic development efforts in distressed communities. Projects fall into three general categories, business and nonprofit agencies, human service agencies, and local governments.

Business

WSC members work in chambers of commerce, visitor information centers, port districts, and economic development councils. They carry out surveys, staff centers, and conduct community needs assessments.

Human Service

Corps people work in community action programs, food banks, and programs serving people with disabilities, those who need shelter, or require crisis intervention services. Corps members get involved in weatherization, gleaning programs, and help in follow-up for social workers. In one program, the gleaning efforts helped bring fresh food into the food-shelter system.

Projects in Local Governments and Schools

Corps placements help augment various community service and development programs. In one program, WSC members participated in a water system upgrade by helping to install water meters. In some towns, they help staff volunteer fire and EMT programs. Programs in schools involve setting up at-risk mentorships, developing community-experience projects to support classroom learning, and peer tutoring efforts.

Returns on Investments

WSC members give back in many ways. They contribute as taxpayers. A typical return to the state in one year could amount to a return to the treasury of $273,088 in taxes. About 72 percent of WSC graduates continue their tax contribution to the state as employed citizens.[9] (23), (4)

---

[8] This term The *Forgotten Half* comes from a report about the unmet needs of youth not attending college after high school. Appendix E contains some brief commentary about the report.

"When I joined the Washington Service Corps six months ago, I was just looking for an 'ordinary' job. Although pizza delivery might have been quite satisfying, at least to my appetite, and construction labor may have been more physically and financially lucrative, the experience I have gained working with my supervisor has been far from 'ordinary.'

...The service I provided to the community was through my supervising agency, the Community Action Council of Lewis, Mason, and Thurston Counties...in their Low-Income Home Energy Assistance Program (LIHEAP)....I was responsible for intake work that provided about seventy-seven thousand dollars worth of assistance. This heating assistance has kept many families from running out of fuel or having their electricity turned off during the cold winter months. It also helped keep households from falling behind financially due to high winter bills. When the Energy Assistance Program ran out of funds...[my supervisors] transferred to different positions. The agency decided to leave me in charge of the Mason County office at that time.

...I now have a solid work history. I have learned and improved many skills such as: interviewing, completing complicated forms, operating the ten-key calculator, and operating under regulations and guidelines...I am better at listening, carrying on a conversation, and dealing with people who are under stress...I am now aware of the many types of community services available, and ways that I can help them and they can help me.

...I am glad that I have done something I feel to be important because it has given me more self-respect and self-awareness than an 'ordinary' job could have...I believe that the community has truly benefitted from my efforts, and I plan to continue to serve the community in the future."—*Washington Service Corps Graduate*

PUBLIC SECTOR—Washington Conservation Corps

Like the Washington Service Corps, the Washington Conservation Corps (WCC) also engages our youth in service to their state. Corps members, operating in teams, work to enhance conservation efforts, and offer help during emergencies. For example, WCC members restore salmon runs, prevent flooding and pollution through erosion control, plant trees, construct and rehabilitate parks and trails, feed winter elk and game birds. When disaster strikes, WCC members are often found on the scene, responding to emergencies such as oil spills, floods, and fires. Many of these Corps members continue their service long after their WCC term has ended. For example, after being trained in oiled bird rescue, many Corps members remain on a statewide volunteer list of qualified cleaners. These efforts are all done in the spirit of service to the land and the people of Washington State. The Corps members continue a tradition and a model of service begun by the Civilian Conservation Corps in the 1930s.

---

[9] A more detailed listing of financial benefits can be found in Part II, under Benefits.

The WCC creatively blends public service into a larger fabric of work preparation. The enabling legislation emphasizes the blend of work and service within three directives. The Corps is directed to provide meaningful work experiences which teach the value of labor and membership in a productive society. The WCC is also directed to instill in our youth the values of hard work, public service, group achievement and cooperation, resource conservation, and environmental appreciation. According to Linda Bradford, the chair of the Washington Conservation Corps Coordinating Council, the Corps makes an over-arching commitment "to our natural resources, and in making them available to all citizens for all time."

Cooperation and support on every level is encouraged and instilled in the Corps member, from inter-crew relations to large, international cooperative projects. This was exemplified in "A Call To Global Service" project in Marysville, held in conjunction with the Goodwill Games. Canadian, Soviet, and American youth (represented by the WCC) worked together on an eroding pond bank which posed a safety hazard to the town and became a threat to the wetlands below. The international team worked to stabilize the pond bank, which also helped to stop the erosion flow into the nearby wetlands. In the celebration and recognition event which followed, each youth imprinted a global flag with his/her thumbprint to symbolize international cooperation in preserving the environment. Other cooperative efforts are also being completed in 1991 and more are planned for the future.

> *❝My father, brother, uncles, and grandfather were all loggers, and I was going to be a logger too. But now, I finally realize that we can't just keep taking from the environment...it's time to put something back.❞ —Washington Conservation Corps Graduate*

WORK PLACE INITIATIVES

In its report, *How To Help Your Employees Give More,* Washington Gives provides an excellent summary of what can happen when members of the workplace get involved in community service projects and partnerships.[10] This compendium describes over 45 examples illustrating special initiatives begun by business, labor, and professional organizations. The examples fall into different categories showing the different ways workplaces can encourage service. Some categories and examples cited in this report and observed elsewhere include:

- Workplace members initiating special projects such as adopt-a-beach, highway, or agency.
- Small businesses donating services and supplies to a group or cause. Examples cited included graphics design, printing, consulting, repairing or building, management training, and transportation.
- Workplace and work association newsletters promoting and highlighting volunteer opportunities and efforts by their members (business, union, or professional organization).

---

[10] Washington Gives is a nonprofit organization whose mission is to increase the level of local giving by individuals within our state.

- Businesses and organizations supporting its members' involvement in volunteer activities. One company provided release time. Puget Power worked with the Boy Scouts in Bellingham to produce the *Youth GateKeeper* program (a video and curriculum about aging and community responsibility).
- Organizations "mining for gold" within a particular retiree pool. One retiree association developed projects for its members.

The Washington Gives report cites several reasons why employers, unions, and professional organizations get involved. The benefits of volunteer and community service involvement include:

- Enhancing the organization's image in the community.
- Fulfilling a mission statement directed at community contributions.
- Providing a richer avenue for employee skill development.
- Increasing understanding between business, labor, and not-for-profit sectors.

Business' Involvement in Youth Service

Business has noted a change in our youths' values and this is reflected in some of the marketing messages and new services being offered. Irma Zandl, a youth trend forecaster for clients like Pepsi-Cola, Reebok, and Johnson and Johnson, sees a shift taking place in young people's attitudes. She has predicted a youth-trend towards a more "holistic" outlook on life. She says that today's young people are concerned with more issues, especially health, environment, and animal cruelty. (38) This perception is also reflected in business policies which promote a socially conscious image or connect their company's image to community service. When the Body Works company paints slogans about the environment on the side of its delivery trucks, or when Ben and Jerry's ice cream sponsors events centering on hunger issues, youth cannot help but be positively influenced.

The spirit of giving and social responsibility is also reflected in the growing number of partnerships between large corporations and schools. Washington Natural Gas surveys school needs and organizes support for improving physical facilities in a project called, "Washington Schools Needs Assessment." Boeing's Teaching Academy works to encourage entrance into the teaching field by minority students. Washington Roundtable's program, "Education Renewal Institute," funds model programs. Safeco works with Seattle AIDS Education Program to work on awareness and education. (19) Two programs with strong business and youth service linkages are Junior Achievement and PIPE.

Junior Achievement Uses Peer Tutoring

The nonprofit Junior Achievement program has undergone many revisions over the years. Members conduct mock business enterprises, and develop a comprehensive curricula about the economics and principles of free enterprise. High school students in Seattle enrolled in Junior Achievement are required to spend four hours tutoring in an elementary school. The tutors teach the basic economic principles of free enterprise. Last year, Junior Achievement tutors visited 300 sites.

Partners in Public Education (PIPE)

Seattle PIPE has a goal to foster citizenship ethics through community service. They promote the idea that service is "not only an obligation but also a privilege." To meet this goal, PIPE tries to sponsor and support programs matching students with projects which can use young people's energy and assistance. Some examples of these connections are listed next.

- An intergenerational program called "Adopt-a-Grandparent" connects Madrona Elementary School students with residents at Branch Villa Health Care Center. They share artwork and poetry.
- The Seattle Civitan Club provides mentors to four eighth-grade classes at South Shore Middle School. Mentors aid the students in selecting, planning, and implementing service projects. Students must document and present their project outcomes to an adult audience and hopefully get coverage in the Seattle media.
- Seattle City Light funded Ballard High School drama students to produce the utility's 1989-90 Secondary Schools Assembly Show. Using funds which normally went to private consultants, the teachers and students created a 45-minute stage production emphasizing electrical safety and energy conservation. (37)

Labor's Role in Youth Service

The importance of involving labor in community service programs has been underscored in the National and Community Service Act of 1990. Language in the new law repeatedly encourages service program personnel to confer with local labor organizations representing employees who may be performing work which is similar to work planned for volunteers. The legislation further urges the adoption of policies and plans which articulate an assurance that labor is not displaced by volunteer staff.[11]

The Washington experience of implementing the State Center for Voluntary Action appears to positively reflect the national legislation guidelines regarding displacement policy. According to Mark Brown, a leader in Washington Federation of State Employees, the spirit of cooperation between labor in Washington and the State Center for Voluntary Action has existed from the beginning. Early policy statements (written around 1982-83) from the State Center clearly stated the need to protect existing and unfilled positions from being supplanted or filled by volunteers.

Like the members of the state employee focus group, Mark Brown also expressed concern over predictions about a shrinking future workforce. Similar to the focus group, he pointed out that volunteering might become an important tool for encouraging young people to enter careers in government or public service. Additionally, he pointed out that volunteer programs can actually create jobs since supervision and coordination positions often accompany well conceived volunteer programs.

While it was difficult to find current examples of labor's involvement in youth service programs, those interviewed did offer examples of what could be done in the future—based on what has been done in the past. For example, Brown observed how volunteers added to the quality of services delivered by state employees in various programs like Adopt-a-Parent for developmentally disabled clients, the use of Washington Service Corps members in visitor centers serving small rural towns, and Adopt-a-Highway in the Department of Transportation.

---

[11] A unique situation arises in the Red Cross. Each regular position has a parallel volunteer position. The premise is that during an emergency qualified back-up people are needed, and there can be little down time for training and replacing paid staff.

Labor's positive view of volunteer work makes sense when considered in the light of self-help efforts associated with organizing unions and mutual self-support provided during strikes and organizing drives. Jeff Johnson, Staff Researcher at the Washington State Labor Council, pointed out that unions and labor councils have traditionally been involved with United Way in fund raising and special projects supporting food banks. He also suggested that more youth become involved in learning about the history of labor through service learning type experiences.

A SUMMARY—Service Partners in the Community

Youth service advocates talk about the many "streams of service" flowing into a larger river of volunteerism and citizen involvement. The streams can also be viewed as service *partners* in action. The following chart lists four different partner categories with examples. The lines outlining the partners are less solid in reality because many programs have variations or include aspects from more than one category. The "partner" terminology captures the spirit of cooperation and collaboration often found among the various service oriented programs.

SUMMARY OF SERVICE PARTNERS IN THE COMMUNITY

Nonprofit or Independent Sector	*Government or Public Sector*	*School and College-Based Service Programs*	*Work Place Initiatives Business & Labor*
YM/YWCA Scouts Churches or synagogues Red Cross 4-H Clubs Goodwill United Way	Government sponsored service programs (Washington Service Corps, ACTION, Peace Corps, RSVP, Senior Environmental Corps)	Extra-curricular social and service clubs (fraternities & sororities, student clubs like KEY, SKY)	Local projects by labor or business (repair buildings, adopt-a-park, arts and cultural events, etc) .
Civic Groups (Kiwanis, Rotarians, etc.)	Advisory councils Intern programs	Cocurricular (student vocational organizations, FFA, DO, VICA; science clubs, etc.)	School and business partnership programs
Community-based organizations and efforts (shelters, food banks, youth support initiatives, safe streets, and neighborhood campaigns)	Work in state agencies and institutions (DSHS, EPA, Dept of Ecology, Dept of Health, Prisons, Colleges)	Service Learning (service integrated into existing classes)	Fund raising and service donation networks
	Federal stipended service programs (ACTION, Peace Corps, Adopt-a-Grandparent)	Independent or separate classes devoted to service	
		Cooperative, Intern, or work-study based service programs	

SUMMARY OF PRACTITIONERS' OBSERVATIONS AND RECOMMENDATIONS

The following listing summarizes the recommendations, observations, and concerns expressed by those interviewed. In many instances, the issues raised can also be found in literature about service programs. (Part IV will represent many of the specific suggestions in more global terms, and pair the challenges with specific suggestions.)

Global Suggestions

1) Opportunities could be enhanced if leadership at the state and local levels was more visible.

2) Although we tend to think of service programs as relegated to high school and college age citizens, agency people and educators pointed out that middle school students are overlooked as a useful youth resource. They noted the energy level of these students and their thirst for experiential learning. This is confirmed in reports by the Carnegie Foundation and Youth Service America. (18), (35)

3) Some educators also point out the importance of fostering the ethic of community and service in the earliest grades possible— in elementary schools.

4) With so many different volunteer programs working independently, there is a tendency for fragmentation or isolation. As a result, there may be several opportunities to serve but no way of helping a young person thread through the maze of different programs. There does not appear to be a coordinated approach for maximizing a young person's involvement in more than one program. For example, it might be useful to devise a mechanism for guiding a young adult through various programs. For example, after finishing six months in the Washington Service Corps the volunteer could be directed to the Washington Conservation Corps, then on to a position in an intergenerational or job corps program; and if college is a goal, then referral to college work-study service opportunities.[12]

Program and Development and Maintenance Issues

5) Over and over at the local school and community levels, the most commonly heard request was for additional staff time and assistance for developing service programs. Teachers and agency staff felt they would need extra time to receive training, attend conferences, inventory service positions, and develop local partnership connections.

6) Several nonprofit agency people interviewed noted the importance of designating a school staff member who could fill the role of "Service Coordinator." Agency staff stated they would like to be able to call one person in a school or district in order to request volunteers or to follow-up with one individual about a placement or project. School staff mirrored this notion by pointing out that a school needs to have one person to take the lead in advocating for service experience and supporting other teachers who need help in locating projects or opportunities.

Those interviewed at college campuses indicated that an overreliance on using college students to coordinate community service programs might result in fragmentation or lack of continuity. As one faculty member put it, "We need someone to constantly develop new opportunities and do ongoing liaison work." A college student echoed this sentiment when she said: "We need someone to develop a directory. Someone needs to keep track of what was done before, so we can learn from the past and not repeat ourselves every year when a new college student takes over."

7) Those individuals who already function as a school Service Coordinator consistently point out the need to work closely with community agencies to develop quality student placements. They emphasized the importance of helping community agency staff identify ways of involving youth in meaningful work, rather than make work chores. All of them agreed that

---

[12] A model based on this concept is outlined in Appendix E, College of the Corps.

youth must not be placed in the routine clerical and maintenance jobs (envelope stuffing, filing, sweeping, etc.).

Alternately, coordinators talked about the role they play in helping agencies identify activities which encourage ownership, input, and commitment from youth. For example, they stressed the importance of asking young volunteers for ideas on improving, expanding, and creating new service. It can be as simple as creating a new agency brochure or developing a slide presentation for the school. Others spoke about the need to help agency staff explore ways of building a bridge between staff and youth in service to the agency. In Issaquah, Jim Seiber noted that coordination will help ensure that competition for community service sites is replaced by cooperation.

Program Design Considerations

8) Credits for service was mentioned as an important incentive by most students, teachers, and administrators interviewed at both college and high school levels. Granting credits may be further complicated when students enter a baccalaureate institution from either a high school or two-year college if they feel that their credits earned for service will not enhance their chances for entrance or transfer to a four-year institution.

In the current environment, four-year institutions precisely prescribe the credits and classes which can be used for transfer or entrance. While it may appear that service credits could be used for electives credits, students and counselors often felt that most of their electives were already "spoken for." Thus, it is possible to be on a "college track" in high school and have very few options for service credit in an already crowded schedule.

Colleges that sincerely wish to encourage a service ethic among their students need to reexamine what is required at entrance. One counselor suggested modifying what is called the "Transfer Agreement" which outlines what can be transferred into baccalaureate, four-year programs. For example, colleges could add "Community Service" as an additional option within the humanities or career course work. An extension of this process would make service an option within the Associate Arts required course listings.

9) A Stanford University study found that the one barrier most often mentioned by students was the need to balance studies with financial obligations. The report mentioned loan forgiveness as a vehicle for encouraging service involvement. (29) The importance of offering financial assistance to those who want to serve has been mentioned by students, and educational agency staff, and is reflected in the new federal legislation, (27) as well as assisting loan foregiveness programs in VISTA.

10) Students also said they had very little extra time, given obligations at home, the need to work, or the time required to keep up with studies. Consequently, they suggested that more students could become involved if community service became part of the school day rather than scheduled as an extracurricular or weekend experience. This could be done by offering service classes, integrating service into existing classes, or providing independent study models similar to cooperative work programs used in vocational education.

11) Transportation was often mentioned as an issue. Some people raised the possibilities of purchasing bus tickets, vans, or getting adult volunteers to assist. This ongoing problem needs to be considered when designing new programs, especially ones which require service.

12) Teachers and community agency staff often asked for assistance in clarifying liability issues. A statewide model offering guidelines could be developed for use by local school and college boards.

13) Several people with community service experience pointed out the importance of parental involvement and support.

14) There is a clear need to consult with labor when developing new programs, especially where volunteers might work in publicly funded programs where staff cut backs are occurring.

15) Business has shown a growing interest in contributing to schools and service programs. A distinction can be drawn between providing service to youth versus with youth. It is perhaps a distinction between paternalism and partnerism. In a partnership atmosphere, projects are designed to link workplace individuals with young people. For example, if employees choose to restore a shelter for the homeless, would they take the concept to a local school and investigate ways of involving students? Perhaps business and labor could set up a fund for mini-grants supporting youth-designed service projects. One person suggested that employers could reinforce the value of service by requesting community service information on job applications.

THE FEDERAL, STATE, AND LOCAL INITIATIVES

Many of the programs previously discussed have not been developed in a vacuum. In fact, they have been nurtured or encouraged with the support of governors, legislators, educators, foundations, and community agencies. At the highest level, every president since the 1950s has talked about the importance of service. President Kennedy's ringing oratory, "Ask not what your country can do for you, ask what you can do for your country," still resonates 30 years later. In 1989, 20 measures were introduced into Congress. (6) And, in the fall of 1990 a national service bill was signed into law.

Various reports have encouraged service as a tool for educational reform and community development. Several national organizations representing schools, community-based organizations, and religious organizations have called for the development of more service opportunities for youth. Additional details about the state and federal legislation, organizations, and reports can be found in Appendices A and C.

Recent Federal Legislation

The *National and Community Service Act of 1990* symbolized one of the best examples of a changing attitude or priority. The purpose of this landmark bill is to renew an ethic of civic responsibility. It is a call to all Americans, regardless of age or income, to engage in service. The bill provides funds for strengthening service through new projects and programs involving schools, seniors citizens, and service corps, as well as developing new model programs in areas of full-time and part-time community service. The legislation tries to insure that Americans from all walks of life, including disadvantaged and disabled citizens, will be supported in their efforts to serve. The legislation is designed to foster partnerships and build upon existing federal, state, and local programs and agencies to expand service opportunities for all citizens.

One senator suggested that the bill represented a movement away from the values and excesses of Wall Street towards a citizen ethic rooted in main street concerns. Some members in Congress felt that the bill signals change from the "me generation" to a new ethic of citizen participation. The supporters of the bill pointed out that it comes at just the right time when volunteer development and encouragement of community service might help fill the gap between growing societal needs and diminishing fiscal resources. (More details about the bill appear in Appendix A.)

State Level Interest Across the Country

Prior to the 1990 national legislation, various state and local initiatives across the country promoted similar service ideals. The National Society for Internships and Experiential Education (NSIEE) reports in *A Resource Guide for States* that only 12 states do not have a state-funded or state-supported youth or community service program (while 33 reported that they did). This information came in part from a study begun in 1988 by the National Governor's Association (NGA) which surveyed states, the District of Columbia, and territories. The study found a total of 115 programs which met the NGA's definition of "youth and community service" which included school-based programs; conservation, youth, and literacy corps; senior citizen programs; and programs for youth offenders.(13) The study further revealed 21 states reported currently having a governor's initiative on youth and community service, or are in the planning or implementing phase of such an initiative.

Washington State Efforts

More than 15 years ago, Washington legislators wrote a bill to fund the State Center for Voluntary Action. In addition, the Washington legislature has supported the creation of a Service Corps which has earned a national reputation. Washingtonians can be equally proud of a unique state-supported work-study program administered by the Higher Education Coordinating Board. Using both state and federal dollars, it provides monies to support and encourage community service work by college students. The continuing interest in volunteers and service is reflected in proposed bills during each legislative session. A sample of the bills proposed in the 1990 Legislative Session can be found in Appendix A.

WHO SERVES AND HOW MUCH?

The next question becomes, "How many young people are participating and how many more could be involved?" After digesting the previous samples of Washington's youth service efforts, it might appear much is being done everywhere. This assumption must be further examined by asking:

- How many of our youth serve?
- How often do they serve?

- Does it include everyone or do the volunteers fit a certain profile?

At first, the questions seem simple. The first task would involve a search for participation rates. No data was found reporting about Washington youth exclusively, though some data exists profiling youth in national reports. Second, when data was found, there appeared to be inconsistencies between the different reports. Different groups have apparently come up with different results. Those who survey schools seem to conclude one thing, while those who survey communities at large have another point of view. However, one can step back from the data, average the differences, and emerge with a general understanding and a subsequent goal.

Perhaps the problem with data is best summarized by two prominent researchers in the field of youth service, Dan Conrad and Diane Hedin. They have both spent time teaching and researching the subject. In a well written summary entitled, *High School Community Service: A Review of Research and Programs*, published in December 1989, the authors offer a refreshing perspective on the "numbers" game:

> ...Very little is proved by educational research. Advocates find numbers and critics find fault with studies. Besides research is rarely the reason behind programs being adopted or dropped.(6)

Conrad and Hedin went on to describe the difficulty in quantifying and measuring the service experience. Their observations are presented here as a caveat for what follows:

> ...When service is the focus, it is even more difficult [to measure] due to the wide range of activities that are definable as opposed to a single criteria [like standardized math score]. Since the independent variables are hard to identify, the dependent variables are also hard to define. Likewise, many outcomes like self-esteem are complex and hard to quantify. Additionally, many service activities are brief departures from the norm and thus difficult to capture as opposed to the impact of a three-year-long math or science curriculum.

These researchers conclude that while many great things have been attempted by youth in service to their community, it has been accomplished not by the many, but by the few. Conrad and Hedin write, "school-based community service programs have endured throughout this century but it has never involved more than a minority of students." Regardless of the precise number, most practitioners, reformers, and administrators in this field would probably agree that more people can be involved—more people need to be involved! The benefits of involving more will become apparent in Part II which summarizes the benefits observed both for the giver and receiver of services. At this point, the focus turns to the givers: How many participate and what are they like?

How Many People Participate?

The question of participation becomes a problem of comparing apples and oranges. Some studies ask the simple question, "Has any young person in your household volunteered their time recently?" Other studies are more focused and ask either, "Has anyone between the ages of 14 to 25 participated in an organized service or volunteer program?" or "How many students participate in a service program which is tied to a curriculum?" Those who ask the more specific questions (those who look for a certain type of organized form of service) report low rates of participation in the range of 2.3 percent to up to 10 percent. (6), (7)

Those who ask the more general questions (those who define service in broader terms) report more generous rates of participation, ranging from 38 percent to 58 percent. (19) For example, Independent Sector found in their Gallup Poll survey that 58 percent of 14-17 year olds reported volunteering an average of 3.9 hours per week. In this study volunteering included informal forms of service like babysitting and baking cookies. In addition, the total sample surveyed was only 300. (40)[13] In a general survey about volunteering, conducted by Gilmore and Associates for Washington Gives, the phone survey revealed that in over 50 percent of households young people were encouraged to serve.(21)

The State Center for Voluntary Action conducted a survey of 150 students in Tacoma (Western Washington urban), Spokane (Eastern Washington urban), Lacey (Western Washington suburban), Chewelah (Eastern Washington rural) and Kennewick (Central Washington suburban). The study was centered on sophomores and juniors, of which approximately 50 percent claimed they had been involved in some form or volunteer or community service work. Another 40 percent indicated they would like to get involved but were unable to for various reasons.

Similarly, it should also be noted that reports indicating that 70 percent of the schools that offer service opportunities typically include in that figure honor societies, vocational student clubs, and other organizations, projects, or clubs with "service" as a part of their mission statement. (15), (4) However, 70 percent of the schools offering opportunities does not mean that 70 percent of the students participate. A 1986 study by Newman and Rutters (cited by Conrad and Hedin) reported 66 percent of service programs involved 50 or fewer students! In another study, only 20 percent of the teachers characterized their school as having a "very strong" commitment to service. (7)

Another approach to participation rates compares number of hours students commit to service versus other school activities. Similar to the previous statistics, one finds that service comes up short.[14] In comparing several studies, researchers found that the average time volunteered per week is about four hours or between 50-200 hours over a high school career. [15] At the same time, it was noted that football season usually consumes about 400 hours. [16] (6)

In other words, if you look broadly and define service loosely you'll find larger numbers, whereas if you look at just school programs and related studies you find a much smaller number. The problem of defining service broadly to include casual forms is that the claims made about more organized types of volunteer programs may not be valid for the less rigorous and less formal types of volunteering. For example, how would one compare the experience of a student who donates a can of tuna to a school food drive with a student participating in a more comprehensive experience involving studying poverty, working in a shelter or food bank, and producing a videotape public service announcement? Thus, the numbers one chooses to use often reflect the kinds of programs and service experiences for which one is searching or advocating.

---

[13] The low and high numbers are probably both suspect. However, the upper range of numbers (from 34 percent to 58 percent) should challenge the widely held myth that teenagers are self-centered or apathetic.

[14] Conrad and Hedin cited a 1984 study which concludes that while only 6.6% of the students are involved in school-based community service programs, 34% reported being involved in performing arts and 52% in team sports.

[15] The four-hour per week rate may be skewed because over 50% averaged two hours/wk.

[16] For those considering voluntary versus mandatory programs, those in voluntary programs averaged higher rates of service per week than mandatory.

Regardless of the debate over the number of youth involved, most people interviewed in Washington State felt that the youth service programs had only scratched the surface. Though the number of volunteer hours being contributed by young people is impressive, most survey respondents felt that there are still many more young people willing to serve—waiting to be helped to find opportunities. The study conducted by the State Center for Voluntary Action suggests that we may be able to almost double the number of youth currently involved. Fortunately, many people in our state are exploring ways to develop more youth service opportunities at a historic moment—at a time when school and social reform is in the air—at a time when people are talking change.

Profile of a Volunteer

Every field has its stereotypes. The phrase, "volunteering is for those who can afford to do it" depicts service as an activity associated only with affluent members of society. Similar stereotypes associate service with people who have broken the law and thereby sentenced to "120 hours of community service." Like all stereotypes, there is some basis in reality, and like all stereotypes, they must be erased if we are to release the full potential of community service programing.

One report on youth service paints a statistical profile of youth service participants as primarily white, typically in large suburban schools, and contributing time mostly to projects which are located on campus 65 percent of the time. Further, when service was examined as a voluntary activity in schools, 57 percent of the cadre came from the college prep track.(6) A study of Washington households conducted by Gilmore and Associates found similar profiles for adult volunteers in Washington—who were generally better off, married, college educated, female, and employed (age was not a factor). (21)

We can move beyond the stereotype by recognizing that strong service programs can be found in all kinds of schools sustained by the efforts of people contributing in different ways. For example, the schools with the strongest service tradition are usually found in the private alternative schools. In this group, parochial schools have one of the longest standing traditions of committing both staff and financial resources to community service classes and programs. Likewise, Conrad and Hedin report that non-white public schools were more likely to have programs or grant credit for service than their predominantly white public school counterparts.[17]

---

[17] Similarly, the Washington Gives study, conducted by Gilmore and Associates, found that while people in the lowest income group were less likely to donate than their affluent

The new National and Community Service Act of 1990 goes a long ways towards encouraging diversity in program development. In fact, the law specifically mentions the importance of involving youth-at-risk as well as people from diverse backgrounds and with diverse abilities. We can build upon this legislative vision and thereby build a youth service initiative reflecting Washington's multi-cultural diversity by building on the diversity that already exists. This begins with a recognition of the fact that service in America is not just for the affluent student nor the student who has a discipline problem—it can become everybody's responsibility.

Service By, With, and For Senior Citizens

By often citing examples of service for seniors we may lose sight of youth serving with and being served by seniors. By emphasizing youth in this report, we may overlook another resource with a similar capacity to serve—older adults. After all, service is really something for everybody, at any age. Senior Washingtonians are an important and perhaps undeveloped resource. The potential of senior volunteers has been demonstrated in programs like Senior Environmental Corps, Retired Senior Volunteer Program, and Foster Grandparent Program.

According to a 1989 census estimate, nearly 740,000 people over the age of 60 live in Washington. Washington has the sixth fastest growing population of people age 60 and over in the United States; projected statistics predict that by 2010, there will be more than 1,128,000 people over 60 years old. Many of these individuals are physically and mentally able to give to their communities. However, if statistics for all age groups hold true, only about one-half of the senior population volunteers, and this percentage may be high. A 1991 survey by the State Center for Voluntary Action showed that of the more than 50,000 citizens who volunteer their services for state government, approximately 9,000 or only 18 percent are over the age of 60 compared with a total population of over 60.

A California program, Joining Older and Younger (JOY), exemplified what can happen. Hilari Hauptmann, who now works in Washington State in the Division of Aging and Adult Services, in the Department of Social and Health Services, directed the JOY program. She described how seniors and youth collaborated in various activities including:

- Seniors tutoring and sharing life stories with younger people.
- Establishing intergenerational friendships in a "Matchmakers" activity.
- Bringing together animals, children and Alzheimer patients for sharing.
- Printing newsletters and activity workbooks.
- Creating intergenerational camping opportunities at Camp JOY.

Another program listed the following ways volunteers can improve the quality of life for our children:

- Provide "sick care" when the child is ill and parents work.
- Create a safety awareness campaign and telephone support line for "latch-key" children who end up at home alone after school.

---

counterpart, the low-income group gave a larger per cent of their income when they were able to donate money.

- Support block homes in neighborhoods.
- Create service directories for families.
- Create training materials (audio visuals on specific topics of self-care).
- Help teachers set up learning centers on self-care for children.
- Educate workers about alternatives (flextime, job sharing, before- and after-school care strategies, quality child care).
- Assist in community development (write grants, organize a coalition).

> *“The men I visited taught me more than I will ever be able to give back to them. From them I have learned to appreciate life much more than I ever have before. They helped me to learn another side of humility that I never knew existed.”—Student from Bellarmine Prep*

Seniors have also been successfully used to assist youth who are at risk in school or the community. Several mentor programs have paired adults with children. Marc Freedman, writing about " Partners in Growth," observes that children who succeed, in spite of disadvantaged circumstances, often have caring adults in their lives (parents, grandparents, teachers, neighbors). The older person may be able to impart knowledge and maturity in ways which cannot be covered by computer-assisted instruction, competency testing and teaching, or other current innovations. Senior mentor programs help to round out the tools at hand.(9) He suggests creating programs which bring caring adults into the lives of at-risk youth.

Freedman believes that many seniors could find new meaning and value through their involvement in intergenerational programs. He also points out that some seniors want to remain in age-integrated communities, working with young people rather than enter age-segregated environments. He argues for a national service program with stipends for elders in service to their youth and community at large. Freedman is an articulate advocate for senior-youth win-win programming futures.

As the older generation looks for support from a shrinking younger generation, friction may arise. This puts a premium upon developing healthy intergenerational relationships. We need to forge new relationships between the generations while strengthening existing ties. Youth and elders can share many services and support roles together. Seniors can augment school activities and services through carefully planned intergenerational programs.

PART II—SO WHAT?
WHY DO THIS, WHAT ARE THE BENEFITS ?

A Spokane Community College (SCC) student works in the YWCA School for Homeless. This project is jointly sponsored by Higher Education Coordinating Board, and SCC

Photo credit—Spokane Community College, Spokane, Washington

“ *Everyone can be great because everyone can serve.*” —Martin Luther King

After gaining a sense of what is happening, we are prompted to ask, “So what?” Why does it matter if youth are involved in service? Why should schools care? Who benefits from this in the end? Part II will address these questions by drawing heavily on the research about the benefits of service. In almost all cases, those surveyed in Washington corroborated research findings reported nationally.

Many times a discussion of benefits focusing either on the giver (the young person) or the receiver of service (the community). Catherine Rolzinski, at Youth Service America, suggests that we should look upon this as a creative tension between two “beneficiaries.” Certainly, most observers would agree that service promotes both “youth development” and "community development." (35) The dual nature of benefits is summed up in the volunteering slogan: *The more you give, the more you get.* A summary of the benefits will be found at the end of Part II. The discussion of benefits is grouped into three general categories in Part II:

- An overview of the benefits
- Benefits to the service providers
- Benefits to service recipients

AN OVERVIEW OF THE BENEFITS

Many reports about today's youth paint a portrait of a generation in peril, silhouetted by the shadows of alienation, facing an uncertain future. At the same time, those advocating community service programs for youth often portray a youthful generation which is eager to contribute, eager to engage in activities which will "make a difference" in the quality of their community life. John Briscoe, Director of PennServe, sheds more light on the portrait of today's youth when he suggests that we view young people as a glass: *both* half empty and half full. Briscoe suggests that the half empty glass can appear half full, when we add a few drops of community service.

The half empty dwells in the nether regions of teen suicides, diminished work ethics, drop outs, gangs, drugs, apathy, materialism, teen pregnancies, and declining test scores. Alternately, viewing the glass half-full reveals a different view of youthful promise or potential. This more positive view describes a resurgent interest in belonging and contributing, a rising tide that counters apathy with involvement. This tide emerges as a growing interest in community service projects, leadership development, and grass roots student-community organizing centered on various community problems such as the environment, poverty, gangs, drugs, aging, and peer problems.

This dual picture of *problem* and *promise* is a difficult profile with which to wrestle. Since there is an abundance of evidence cataloguing the problems of youth, and since this report centers on the renewal of youth service, this report will focus on the image of *youth as resources.*

School restructuring and educational reform movements parallel the changing image of youth. Just as community service programs change our perceptions of youth, a similar change takes place in our perception of schools. As a result, service advocates believe that community service can become an invaluable tool in restructuring our schools to meet the more complex challenges faced by tomorrow's youth. Some educational reformers suggest that community service can change a school's relationship with its community. Schools engaging students in community service can move from the image of service consumer towards the image of service producer.

The William T. Grant Foundation's report, *The Forgotten Half,* clarifies how service can benefit the the changing images and potentials of our youth. In the chapter entitled, "Citizenship Through Service," the report elegantly summarizes the benefits of service to youth, their schools, and the community at large.

> Knowledge must be integrated with action in order to produce the desired outcome: a citizen participating fully in the responsibilities of community, state, and nation.
>
> . . .people need to help and care for one another. . .but too many Americans, especially the young, feel a debilitating sense of powerlessness in the face of large national and world issues that affect their lives but elude their control the consequent preoccupation with self can be redirected into an ethic of service and commitment to others . . .when young people have a chance to act on their humanitarian ideals, they build self-respect and strong attachments to family and community. . .there is no limit to what young people—with appropriate education, training, and encouragement—can do, no social need they cannot help meet.

BENEFITS TO THE SERVICE PROVIDER

Martin Luther King, Jr., summed up the power and benefits experienced by community volunteers when he stated, "Everyone all be great because everyone can serve." When young people learn to serve, they also strengthen their learning. They are learning about themselves, others, and the value or applicability of the skills mastered in school. It can also be argued that service programs are strengthen when the volunteers develop an awareness and appreciation of the benefits they received. Otherwise the giver of service only sees themselves giving and others getting. This one-sided view (me-the-giver) often begets a degree of paternalism. This summary of benefits will offer many specific examples of how the volunteers benefit.

The many reports, articles, and research projects offer different perspectives on the benefits to the volunteer. Each writer sums up the benefits in different categories. For the purpose of this report, the benefits are grouped into three categories. The first describes the internal or personal benefits. These benefits are usually described with words like *maturity, values formation,* and *self-confidence*. The second category describes external or social growth. This kind of growth is captured in words like *empathy, acceptance,* and *social consciousness*. Finally, benefits can be related to academic growth and learning.

How are the benefits measured or captured? The traditional approach uses survey instruments and tests to collect quantifiable data. However, researchers Conrad and Hedin warn against an overreliance on quantitative measures. They argue, in their review of the research on youth service, that qualitative methods often outweigh quantitative analysis in this area. They observed that "the marks they [students] make upon a survey" may not reveal some of the most powerful, less tangible benefits. Instead, Conrad and Hedin urge listening to what young people say, observing how they change, and reading what they write in journals or evaluations.

Conrad and Hedin collected some of their most valued insights using a methodical analysis of student journals, essays, interviews, reports from agencies, and field observations. The most frequent disclosure made by young service participants was a feeling of changed attitudes towards others and themselves, an expanded self-concept, and growing awareness of a larger world beyond their immediate lives. The next most frequently stated learning benefit was the perception of learning more during service-based experience than in any previous classroom experience (75 percent wrote this in 400 journals Conrad and Hedin analyzed). (6) Similar results have been reported in college programs. Ernest Boyer reported on a study where 90 percent of the college respondents felt that service work was equal to or more valuable to them educationally than classroom work. (28)

“I know that I have learned more about myself, my friends, other people of the world and the world itself in the last four weeks than in my sixteen year existence.”—Governor's School Graduate

Personal Growth Benefits

Many community service practitioners feel that service promotes a sense of personal meaning in one's life. After working with people different than one's self, after advocating for a cause, the young person goes through a process of values clarification. A high school student in the Peninsula School District writes about developing a new view of one's self with the following words.

> “What I learned about myself was that I had the ability to make these people [in a nursing home] happy and more comfortable. When I chose not to notice these people or even to not notice my grandparents, I was doing something incredibly mean....I now realize that the easiest and most wanted contribution to these people would simply be myself.”

While working in agencies, local programs, or institutions, young people often come in contact with positive and successful adult role models. As a result, young people see adults in a new light. Instead of viewing adults only as authoritarian figures (e.g., parents, teachers, parole officers) the experience fosters collegial relationships between the young person and their adult “co-workers.” This may result in adoption of a positive view of adult roles and responsibilities.

The benefits can last a lifetime. A study of school and community programs in the 1930s found that those people involved in experiential learning, community learning opportunities, and participation in school governance were more successful in life than students from schools providing only limited opportunities in these areas. (4)

Social Growth Samples

The twin of personal growth is social growth. Social growth results in an enlarged view of society and one's role within it. In their community service journals, young people write about developing a sense of responsibility for their community, their neighbors. Young people speak about feeling connected to a wider range of people, places, problems—as they emerge from the cocoon of selfhood. They develop new feelings about what they can do with their life. For some, the wider view of life offers a new purpose. Some researches link this to the growth or expression of altruistic values.

This growing awareness of a larger world reinforces our society's desire to foster equal opportunity and social integration. Conrad and Hedin point out that regardless of one's ability (or disability), we all can find value added to ourselves when we serve others. Service experiences expand one's social horizons. The William T. Grant Foundation described how service builds bridges of understanding across the social gulfs that separate us by age, race, gender, class, religion, or geography.

Academic Growth Samples

Many supporters of experiential, hands-on learning believe that when service is linked to classroom learning objectives the new combination results in academic growth. When teachers ask students to use their skills in service to others, it is called by some "Service Learning." Other times students are asked to help or tutor others without regard to a specific class. Studies of peer tutoring tend to support the general claim that service is learning, and that service reinforces previous learning. Using standardized tests, studies of peer tutoring found that math and reading scores increased for both tutors and their students. However, when one tries to measure academic growth outside of standard math and reading domains (perhaps in science, technology, or writing) it is more difficult to come up with a standardized measure which links knowledge gained through service. Within this limitation, certain learning benefits or outcomes have been observed and these are summarized in the following listing.(4), (6), (13), (17), (30), (35), (41)

- Students often retain more when they learn skills first hand through application. This might apply to public speaking, writing proposals, conducting scientific studies, or working with budgets. These activities reinforce the use of basic academics. Communication skills are also regularly exercised during volunteer work. This includes communicating to a group, working with strangers, persuading adults. The elusive goal of motivation can be recaptured when students witness the usefulness of their knowledge and skills applied to a real life problems.
- Service provides another outlet for demonstrating learning through action and working with others. Just as science and technology students benefit from a lab experience, it can be argued that service can provide a lab application opportunity for skills in any subject. This is important in light of the research demonstrating that because students have different learning styles (and strengths) we need to provide a variety of ways to learn and demonstrate learning in addition to the standard lecture-read-test sequence.
- Some studies suggest that higher level thinking skills are exercised and encouraged in community service work. Examples cited include critical thinking, analysis, problem solving, and open mindedness. One study found an increase in problem solving as measured on real-life test simulations.
- As a result of learning first-hand about their community through experience, many students become reengaged in the act of learning. Peninsula School District Superintendent Tom Hulst, writing in Washington's *ServiceLine* newsletter, backs up this notion of student reengagement when he cites a 1973 study of community colleges which found that students who performed service expressed more motivated attitudes towards class than those without a service experience.

Preparation for Citizenship

Voter turnout out continues to decline, reaching the lowest point in half a century in 1991. Teachers report seeing this slide toward apathy and disengagement. They see it as a threat to democracy. In a survey conducted for People for the American Way, teachers and students agreed that that students appeared less involved and less interested in public life than previous generations. Being a good citizen meant simply being a "good person," with little mention of participation or service. The authors of the report go on to conclude that Americans appear to value their rights and freedoms but fail to grasp that a democracy is built upon citizen participation as key to self-government. (7)

While most schools include a citizenship or citizen participation goal in their general mission statement, several critics point out that citizenship has been trivialized to sitting quietly while learning. A more dynamic definition of citizenship in terms of citizen service and participation better serves a democratic society. The William T. Grant Foundation pointed out (along with others) that when the service commitment begins early enough and continues into adulthood, participatory citizenship becomes what Robert Bellah calls "habits of the heart."

The Washington Coalition for Community Service position paper states that service promotes good citizenship because it promotes an ethic of civic responsibility and efficacy. They point out that civic participation requires nurturing and support—it is not an automatic outcome of general education. Dan Conrad supported this notion when he quoted Aristotle, "We become just by doing just acts, temperate by doing temperate acts." Conrad goes on to say, "by extension, we become compassionate by doing compassionate acts, caring by doing caring acts." By similar extension, we can conclude that good citizenship is learned by involvement with one's community.

> *❝ If all young people—whether college-bound or members of the Forgotten Half—had opportunities to render needed service, they would come to understand that life is a process of both giving and getting, they would better appreciate that democracy involves a social compact in which society nurtures and cares for its young, and the young, in turn, care for the weak, the needy, the infirm, as well as the healthy and empowered members of society.❞—The Forgotten Half, William T. Grant Foundation*

BENEFITS TO SERVICE RECIPIENTS

The beneficiaries, the recipients of youth service are found all over the community. The beneficiaries can be found in parks, streams, animal shelters, highways, human shelters, nursing homes, hospitals, day care centers, recreational centers, government offices, neighborhoods, schools, and homes. . .throughout the community. Benefits for community recipients are grouped into three broad categories and discussed next.

When students are offered learning opportunities linked to community service we help restructure how learners gather and apply information. Students often express a sense of satisfaction or increased involvement when they are called upon to apply their skills and learning to real community and school problems. This form of teaching and learning helps teachers move away from the traditional role of information conveyor towards a more interactive role of learning coach.

Schools Strengthened Through Service

In their review of high school community service, Conrad and Hedin point out that learning linked to community service strengthens the current school reform movement aimed at making schools more effective places of learning. Community service offers an alternate pedagogical approach keyed to an information-saturated society. Learning linked to service adds learning from experiences, and this enriches the more traditional teaching methods (lecturing and books).

Some observers note the problem of confining learning to books and lectures. They suggest that young people require a variety of opportunities to learn and be active, yet schools often confine them to demonstrations of academic, verbal, and specific memory skills. Several reports outlining school reform proposals strongly urge the adoption of school-based community service programs as a way to strengthen schools and increase instructional effectiveness. Specific examples of how schools can be strengthened by service will be cited next. (1), (4), (6), (7), (10), (14), (18), (28), (30), (35)

The Council of Chief State School Officers, a national association representing chief officers of state departments of public education, advocates adding community service to the educator's tool box. In a pamphlet entitled, *Learning by Doing, Community Service,* it states:

> The development of character, values, and self-esteem are as important as is the mastery of basic and occupational skills. Opportunities for learning through doing and active involvement in addressing community needs...are instructional strategies which reinforce other types of learning...students perform needed services...For some students, school-based community service provides relevance for schooling, by relating the content of the classroom to the lives of people in their communities...

Strengthening Middle and Elementary Schools

While much of this report highlights efforts in high schools and colleges, several youth service experts and educational reformers recommend encouraging a service ethic in the earliest grades possible. Both the Carnegie report, *Turning Points Preparing American Youth for the 21st Century,* and the Early Adolescent Helper Program in New York emphasize the strategic importance of engaging middle youth because this age represents a decisive and formative point in one's life. They warn that schools which fail to engage young people at this age risk losing the student for the remainder of their school career. The Carnegie report recommends reintegrating disciplines, creating more personalized learning environments, linking health education to student's developmental needs, and developing community linkages. The report specifically endorses service experiences for middle or junior high schools.

Proponents of middle school reform suggest that community service activities match the energy level and growth experienced at this difficult, transitional age. In addition, the National Crime Prevention Council's book, *Reaching Out , School-Based Community Service Programs,* lists five needs of the early adolescent which can be met through service: diversity, opportunity for self-exploration, meaningful participation in school and community, physical activity, and structure with clear limits.

In contrast with secondary and post-secondary programs, far less has been written about programs for elementary school students. Yet, in almost every school district visited, stories were told of individual cases where classroom teachers developed service-oriented projects with their classes. Perhaps the two most popular approaches observed include intergenerational activities with senior citizens and service to school site-based activities (beautification, letter writing, performances, peer helpers). Ideas from middle school programs can often be adapted for elementary schools .

Reaching At-Risk and Special Needs Students

Service has also been spot-lighted as a vehicle for reaching and reclaiming at-risk students. The Carnegie report, previously cited, mentions a program in San Antonio, Texas, noted for training dropout-prone youth as peer tutors. Paralleling this in Issaquah, Washington, Jim Seiber works with at-risk youth and helps facilitate their reinvolvement in school through service project work. Seiber places troubled youth in service projects where students discover their talents for helping others. He then works to link relevant course work to the service which enables students to earn credits. For example, a young person might work in a nursing home and study geriatrics. After writing a report on aging and his experience in the home the youth then earns school credit...and self-worth. The young person moves from "needy to needed" and thereby moves away from a past of labels—towards a new future of possibilities.

The vicious tendrils of drug abuse encircle schools, homes, and communities. It is not just a school problem. Consequently, attacking this sort of problem requires programming both inside and outside of the school. In Thurston County, a group of citizens began mobilizing school and community people together under the banner, "Together! Thurston Communities For Drug Free Youth." After consulting with experts and holding round table discussions with various interested community members, they developed a comprehensive action plan. The plan discusses several of the risk factors leading to drug abuse. The report notes that youth who abuse drugs tend to lack a bond with a primary social group (family, school, church, or community). In response to this, goal five in the report encourages communities to give youth opportunities to bond through contributing to the community. The report suggests making contributions as members of youth organizations, community agencies, schools, or neighborhoods.

The problems associated with unconnected youth were also delineated in a study conducted in Seattle for the YMCA. The study found that at-risk youth participate in significantly fewer activities than non-risk youth. The report found that at-risk youth frequently did not "plug-in" to after-school sports, non-school sports leagues, recreation centers, individuals sports, and cultural programs. At the same time, the report found that 49 percent of the parents of at-risk youth requested more program to involve their children, whereas only 26 percent of the parents of non-risk youth made the same request. (20)

What might be dubbed the "after school" problem found a voice in Dan White, North Thurston High School's Vocational Agriculture teacher. He felt that his after-school agriculture program activities helped many students find a productive outlet for their time and talents. The implication is that when a void exists after school, when there are no options for club and service activities, the void is filled with far less desirable alternatives. The message is clear. School and community youth programs can increase their effectiveness in reaching young people through joint after-school ventures.

In a similar vein, Anita Jinks at Puyallup High School operates a unique Diversified Occupations class for special education students. She incorporates student leadership and community service experiences into her employment-orientation class. These students have the rare opportunity of learning how to run meetings, planning projects, and earning the esteem that comes from community service. The students coordinate a district-wide project which provides toys to needy children at Christmas time. The various service projects involve student both during the school day and after school as well. They leave behind the label of special education and become special leaders in this district-wide, student-directed project which has earned the club members and their teacher statewide awards.

> *"I looked forward to the hospital work. It was exciting and gave me something fun to do after school, being with other teens...You always seem to be reading in the media about negative things teens get involved with. They never write anything about the fact that a lot of teens would like to help people out and give our best for the community."—Freshman in High School, Boston, Massachusetts*

Strengthening School and Community Linkages

A survey by Community Education staff at the Office of the Superintendent of Public Instruction (OSPI) found that 206 out of 296 school districts have programs which promote community members volunteering in their local schools. The adult volunteer and partnerships complete the other side of the equation in school-based, volunteer initiatives. Schools send out student volunteers and welcome adult volunteers in return. The benefits reaped from this school-community linkage appear in many forms.

An article in The Portland Oregonian newspaper reported that in one year 9,300 people gave 168,588 hours of time volunteering in the Beaverton, Oregon, school district, that is equal to 157 full-time aides. Samples of the volunteers' contribution were as follows:

- Tutoring students in reading, math, and spelling.
- Sewing costumes for drama and organizing clothing drives for students.
- Helping with health screenings.
- Speaking in classrooms and sharing their talents.
- Working in offices, typing, filing, answering telephones, and checking out library books.

Some volunteers worked full time, while others contributed sporadically. The community members were not just parents, but included business people, retired citizens, and professionals. (26)

In Thurston County, Washington, two relatively small, neighboring suburban communities also benefit from well-developed volunteer programs. The Olympia School District had 2,762 volunteers who gave 75,350 hours of service in 1990. In neighboring North Thurston School District, 1,600 volunteers contributed 34,000 hours during the last year. The total hours come to 109,350; at $9 an hour, this translates into $983,150 worth of services![18]

As schools develop more youth service programs, perhaps they will want to explore efforts of will connecting their student and community citizen volunteer recruitment, placement, and recognition efforts. Community members volunteering in schools and colleges offer a powerful message about the ethic of service.

> *“I think I can relate to the relationship I have with my buddy from his point of view. I had no brothers or sisters and when I was young and my father travelled 70% of the year. I would have really valued a relationship similar to the one my buddy and I have.”*
> *— Gig Harbor High School Student working in "buddy" program at nearby elementary school*

Staff Renewal

While much has been written about benefits to students and schools in general, teachers also find their own profession enriched through youth service. This enrichment comes in the form of renewed energy and an expanded vision of what education can accomplish. Roland MacNicol, a teacher at Gig Harbor High School, is deeply involved in Service Learning in the Peninsula School District. He speaks to a theme of renewal when he says, “As a teacher, I feel reconnected with learning because I get involved with the heart.”

Families Strengthened Through Service

One service beneficiary not frequently mentioned in the literature reviewed for this report was Washington’s families. However, the family benefit was brought up several times during individual interviews and focus group meetings. The notion of strengthening families and communities through service comes at an important time when many people ask, “How can we support the American family?”

Perhaps, there is a new concern for linking community and family building. At a Service Learning training institute, parents said they wanted to do more for the high school but felt cut off. They suggested that schools involve the PTAs in service projects. And later, during a community service focus group meeting, C. J. Washington, mother and noted educator, pointed out that when her child gets involved in service, the activity often engages the entire family. As a result, service activities create new opportunities for parents and children to work together.

Washington’s State’s Early Childhood Education and Assistance Program, like the federal Head Start Program, also values the involvement of parents volunteering with programs serving children. Parents are expected to volunteer in the program by helping with transportation, building restoration, or classroom activities. An initial longitudinal study found that parents with the most hours involved in the program were also parents with children who had the highest scores on readiness and vocabulary tests. This is another example of volunteer work strengthening families.

---

[18] The hourly figure of $9 is an average of two previous figures. A 4-H study in 1985 of volunteers computed their value at $8.25 an hour while a later study by Gilmore and Associates, on behalf of Washington Gives, value the hours of adults at $10 hour.

Tom Hilyard, Executive Director of the Human Services Department in Pierce County and a member of the Washington State Council on Voluntary Action, believes that today's families may have lost some of the previously experienced "joy and necessity of common support." He and others point out that many of today's families are smaller in size, with fewer people at home. Priorities change when most parents need to work outside of the home. Maintaining a certain level of life-style, or simply trying to survive, replaces activities previously centered on helping out in larger, extended families. As a result, many families have traded the roles of service provider for service consumer (day care, house cleaning, geriatric care, etc.). Subsequently, one might conclude that a shrinking family size also results in an equally diminished service ethic. Thus, more and more children grow up with a diminished sense of belonging— and fewer youth experience the satisfaction that comes from serving a community of people.

> *❝This program has given her a focus outside herself...A very worthwhile...growing experience...We'll never know who recommended her but I feel indebted to them/him/her. She returned mature, enthusiastic, and ready to return to school with a goal...I am happy for the boost in self-confidence and sense of empowerment she gained from this.❞*
>
> *—Issaquah parent observing how her child benefited from participating in a summer service camp*

Regardless of one's point of view, most observers probably would agree on the need to reinstill in our youth the value, importance, and expectation of becoming service creators or providers—of being responsible for others. If we don't teach caring, the costs may be great to the individual family members and the communities they inhabit. In other words, healthy communities rest partially upon the health of their families.

Communities Strengthened Through Service

Like American families, communities are also changing. This is complicated by the fact that the word "community" has different meanings. For some, the word community is synonymous with the word families. Others look at communities related to socioeconomic classes, labor and business sectors, and political and cultural entities. Almost everyone appears concerned with the health of their community.

In the community service literature, many writers claim that a community's health can be measured by the barometer of community service. Similarly, some people assert that a community is at-risk when significant numbers of young people become alienated from existing political processes, or adopt lifestyles of apathy, or band together to engage in anti-social activities.

Proponents of youth community service suggest that we can build healthy communities and revitalize good citizenship by inviting young people to learn about community issues, followed by their active participation in projects designed to improve the community. In the process, communities are strengthened not only by reinforcing the ethic of service and citizen contribution; they are also strengthened by the actual contributions being made which can be measured at times in the language of dollars and hours contributed.These different dimensions of strengthening or enhancing communities through youth service are discussed next.

Citizen-Service Ethic Needed in Communities

Walter Parker in his work, *Why Ethics In Citizenship Education*, pictures today's communities in impoverished terms when he writes, "[communities] leave individuals and families to fend for themselves against the impersonal machinery of the mass market, the media, and the state..." Then Parker asked, "And what comes when community goes? Crime, vandalism, drug abuse, fear, alienation...practices of public caring and commitment are put profoundly at risk..."

Professor of Psychology Martin Seligman describes indifferent communities in terms of an illness when he writes, "Rampant individualism without commitment to common good produces widespread depression and meaninglessness."One writer proposes that violence grows out of a sense of powerlessness. The act of violence may be used by some to establish importance and significance. (14)

Tom Hilyard, who is also Executive Director of the Human Services Department in Pierce County, suggests that community involvement through community service could become the general antidote. He feels that service helped people refocus their attention on community life as opposed to preoccupation with self and materialism. Hilyard points out that programs like Tacoma's Safe Streets and the concurrent youth mobilization programs effectively reengage youth and develop a spirit of community pride. When we ask young people to take responsibility for their families, neighborhoods and the community at large, then we ask them to become responsible citizens. Like Paul Revere, we are calling them to citizen-service.

> *“I dedicate my Community Service class time totally to the KIDS...Community Service (class) has helped me to understand that I must devote personal time to them (kids) and work hard to support and maintain a strong, healthy, united family.”—Bellarmine Prep Student*

Volunteers Enrich Community Life and Services

Community benefits can also be measured in very tangible figures. A variety of figures reveals that people contribute many hours and dollars to their community, state, and nation. Some of these figures are summarized next.

Puget Sound Residents Give in the Millions (21):

- Puget Sound area residents, on the average, gave 1.2 hours per week .
- Donated 1.9% of their income averaging $836 per person per year totaling around $1,068,110,136.
- The 3.5 million hours volunteered have an estimated value of $685.4 million.

- Those who volunteer time are more likely to donate money as well—resulting in a double benefit.

National Giving By Individual Volunteers Surpasses Corporate Giving(19):

- The amount contributed across the country is estimated at $110 billion dollars![19] According to the source, this figure far surpasses corporate and foundation contributions of $4.3 billion.

Giving Also Benefits the Labor Market (19):

- Employment opportunities in the nonprofit sector have grown at a faster rate than the private or the government sectors.

High School and College Youth Give Millions (4):

- Nation's high school youth contribute 17 million hours annually equalling $59.5 million dollars (figured at $3.50/hr for their services).
- College students contribute 192 million hours annually representing $940 million contribution (figured at $5 per hour).

Washington Citizen Volunteers Augment Government Services:

- Citizens contributed 5 million hours of service to Department of Social and Health Services (DSHS) agencies and programs (based on figures from Labor and Industry, as reported by Maryln Brady, DSHS).
- In 1988, 40,000 citizens volunteered approximately 15.6 million hours in various government agencies (based on a study by the State Center for Voluntary Action).

There are many numbers and many ways to count the contributions. Imagine for a moment the quality of life without the contribution of both time and money. Imagine future benefits when we invest in youth service today.

Community Service Enhances Economic Development

The Washington Coalition for Community Service position paper cites several examples illustrating how community service programs in general aid in community and economic development. Strong local service programs can attract individuals with financial resources. For example, communities often try to recruit retirees to add to their tax base. An active volunteer community adds to the appeal of a community for many retirees. Strong service programs for youth may become vital to future communities, which must compete with a projected future scarcity of labor in a society where the value of public service has declined along with the number of people entering the future labor market. (22)

School-based service programs and government-sponsored programs like the Washington Service Corps can play an important role in preparing tomorrow's workforce. These programs teach specific skills and work values while encouraging a service ethic. Employers and colleges have recently become more interested in serving and hiring those who serve.

---

[19] The total is based on an hourly wage rate of $9.61 for volunteer labor.

The Washington State job application fortifies the importance of service experience by allowing the entry of volunteer service experience in the application process. A service economy needs people attuned to serving others.

Finally, the unfinished agenda in our communities suggests that the work to be done is unlimited. Certainly, the funds are not. Youth service can help fill the gap. There is plenty to do. One national report listed the following numbers of tasks available:

- 500,000 positions in schools and related agencies for non-professional work
- 275,000 jobs in care for severely restricted, elderly, and disabled
- 225,000 tasks associated with energy and environment, urban and rural conservation
- 165,000 possible projects serving children, youth, and families (14)

> *“My parents said they see a difference in my attitude since I've been at my placement. I do have more patience. The thing is, I'm not as afraid to get out of school now. I've seen what it's like to work.”—Student at Bellarmine Prep*

CONSERVATION AND ENVIRONMENTAL EFFORTS

Several statewide agencies with environmental regulatory responsibilities are exploring the power of education to assist in protecting the environment. This mission is easily incorporated into community service programs. The *Volunteer Resource Guide* lists many examples of blending education and volunteer work .[20] The guide lists volunteer projects conducted in each county and organized under topics that include marine life, education and interpretation, habitat restoration, and monitoring activities. There are over 95 organizations and agencies listed with volunteer projects related to caring for the coast, Puget Sound, and associated watersheds.

The Public Involvement and Education Fund, coordinated by the Puget Sound Water Quality Authority, involved 2,950 volunteers who donated over 69,000 hours in 37 projects. Several of these projects were designed to involve youth in water quality service projects. For example, students at the Green River Community College taught local elementary and high school students how to perform scientific investigations of water quality. The Squaxin Island Tribe enlisted the support of Evergreen State College student-interns to assist in developing an educational display illustrating Native Americans' concern for water quality. Puyallup High School business students combined an entrepreneurial project with motor oil recycling projects by producing containers for motorists changing their own oil. The “Children of the Sound” project trained minority and special education students to become clean water advocates. These kinds of conservation programs reinforce the basic message of community service: the quality of life depends on citizens investing their time and ideas.

---

[20] This guide was jointly produced by the Puget Sound Water Quality Authority, Department of Ecology, and Department of Natural Resources.

> *❝I believe that we as youth can make a difference but we all have to work together…I also have come to believe how much work has to be done, must be done, and should be done to save the Earth.❞*—*Governor's School Graduate*

SUMMARY OF BENEFITS TO SERVICE PROVIDERS AND RECIPIENTS

The benefits of volunteering or serving accrue to both the provider and recipient. This list summarizes what has been reported by volunteers, researchers, and practitioners involved in youth service. Benefits are grouped in three categories: personal and social development, learning and school, and community benefits.

PERSONAL AND SOCIAL DEVELOPMENT BENEFITS

1) Promotes awareness of cultural and social diversity

Service experiences promote social integration, open mindedness, and cooperative learning according to researchers. By bringing together different types of people, service projects can ease tensions between isolated groups which are fragmented or divided by ethnic, age, economic, cultural, or institutional differences. Many volunteers make new friends while learning to work with many different kinds of people. Locally designed service projects can help build trust through shared experiences.

2) Builds self-concept and helps with values clarification
Helping others gives one a better view of what they value and like to do.

3) Provides recognition and emphasizes responsibility
Many youth volunteers report appreciating being recognized for what they can do. They enjoy being treated like adults and being given adult responsibilities.

4) Fosters a service ethic, altruism, and social values
Students frequently say, "I feel good when I help others and I get a better perspective on my own life."

5) Develops social competence
When a person tries to help solve a social problem, they inevitably develop or improve their leadership skills. Skills often used include speaking, persuading, planning, interpersonal skills, problem solving, and group dynamics.

6) Provides an alternative to boredom
Working on service projects is a nice alternative to unproductive spare time.

7) Helps form bonds with adults
Students who traditionally are at odds with authority figures often report enjoying adults more when working with them or helping them in a collegial manner on a project. Also, as noted in previous commentary, parents are often called upon to help support service activities of children. As a result, families often get involved in service together, and family bonds are strengthened.

8) Facilitates vocational and career exploration
Serving in the community or at school gives young people a chance to explore new talents and interests. The Washington Service Corps and Conservation Corps present excellent models for channelling the talents of out-of-school and out-of-work youth. Traditionally, these youth enter

dead-end, entry-level service jobs. The Corps provide meaningful alternatives by redeploying these youth in needed service work in museums, emergency response teams, local government and agencies, youth mentor programs, environmental conservation projects, etc. Many corps members discover new goals and new career paths after their service experience.

9) Increases one's employability
Several youth reported developing network contacts which later became invaluable during the search for jobs, scholarships, college entrance, training programs, or memberships. Volunteers earn letters of reference and develop specialized skills (e.g., contracts management) by working in various agencies.

LEARNING AND SCHOOL BENEFITS

10) Engages students
Learning style theory has established that too many students are forced to learn using only one style (lecture-textbook format). Service provides another opportunity to learn and demonstrate learning that is experientially and hands-on based. Students sometimes report, "I feel that I really use all of my abilities when I work on the challenging problems we face in our communities."

11) Encourages the use of higher order thinking skills
Solving a social problem might involve research, public speaking, writing proposals, giving testimony, negotiating, recruiting, or many other higher order thinking skills.

12) Reinforces basic skills
Some students won't value their school learning until they finally get to experience the value of that learning. Using skills in solving real community problems provides the link between learning and relevance. Typical applications include a business class working on a grant, a science student taking a water quality sample, a math student conducting surveys, etc. Some studies also report that service improves skills in listening and observing. Peer and cross-age tutoring are two of the most common services provided to the school community. These tutoring experiences provide immediate feedback regarding skills learned in school.

13) Promotes positive school image and pride
School spirit, pride, and image improve when students get involved in school-wide improvements or service projects. One develops greater responsibility and a sense of belonging after actively working to improve a school.

COMMUNITY BENEFITS

14) Strengthens bonds with the community
Young volunteers often report that they develop a "new sense of what my community means to me." They become aware of the social services and needs. They develop a degree of ownership or pride, born of feeling needed.

15) Encourages careers in public service
When student-interns or volunteers work in public or community agencies, they get to see firsthand the value of public service. One Washington Service Corps member wrote, "I was glad to see that a service like this (for abused women and children) existed in my community. I've decided to go

into psychology as a result." The need to attract qualified and motivated citizens into public service is underscored by the future prediction of a labor shortage as the youth population declines and the baby boom turns into the "birth dearth."

16) Helps communities reclaim at-risk youth through service projects
Safe Streets and the Tacoma Youth Initiatives have begun to provide alternatives to gang involvement. College students placed in innovative work-study-service programs provide outreach and mentoring support to other at-risk youth. Issaquah School District reengages their at-risk youth in community service projects.

17) Enhances the social service delivery system
As resources dwindle services begin to dry up. For example volunteers have been used to help fill the gaps in services to latch-key children. Volunteers from intergenerational and cross-age buddy-programs fill the void many youngsters must face when they leave school for unsupervised afternoons. Volunteers also enhance social service systems by putting a human face upon our bureaucracy. A volunteer doing personal follow-up with clients of an overburdened social worker help personalize the human service delivery network.

18) Demonstrates the potential of young people
Service shows that our youth can be viewed as a resource rather than as a problem. This positive view of youth may become increasingly valuable as the population ages. Intergenerational programs can build bridges between generations which may become increasingly interdependent in the future.

19) Satisfies the need to serve—calls forth the best in citizens
Many citizens of all ages want to contribute, serve, or give back. Encouraging a service ethic becomes very important when we realize that some problems simply cannot be solved by public or privately funded efforts. The environmental movement shows the importance of each person participating in a larger cause. More and more people may come to believe that they can make a difference once they experience the benefits of service.

PART III—LOOKING CLOSER AT EDUCATION & COMMUNITY PARTNERS

Members of the Governor's School interview community members to gather information about local needs in order to design a meaningful service project

Photo credit—The Washington Leadership Institute, Seattle, Washington

"Education is not the filling of a vessel, it is the igniting of a flame."—
--Socrates

Before looking at the challenges and suggestions for youth service in Part IV, schools and community youth service partners warrant a closer look. This examination will provide a framework for comparing different models used in implementing community and school youth service programs. Specific school-based issues will be examined and related to management, credits, and service requirements. Part III concludes with a summary of suggested criteria which can be used to plan and evaluate quality youth service programs.

As schools consider reforming and restructuring themselves, the time seems ripe for connecting learning to service. The talk of "integration" and "connecting" is in the air. Some school reformers speak about the isolation, fragmentation, and alienation which must be addressed. (1), (7), (18) One line of reasoning suggests replacing fragmented classes with interdisciplinary approaches to teaching. For example, one might find ways to combine science (Earth Science) and social studies (Contemporary Issues) around an environmental service project. Another grouping might team Art and Technology Education in a park beautification project. In this way community service is likened to a Trojan horse within the school reform movement. It quietly enters with a popular message and leaves us a methodology tuned for restructuring.[21]

If schools adopt community service as part of their restructuring package, then educators and community members may need to change their perceptions and expectations for students. In her excellent research summary, "Youth Service: From Youth As Problems To Youth As Resources," Bonnie Bernard describes this shift in thinking with the following words.

> Youth as problems, or youth as resources? Communities with problems or communities with resources...[our viewpoint] determines not only our expectations for youth and our actions towards them, but also the type of programs and preventions we design.

Bernard explains how society, in many subtle ways, often tells youth that young people have no real place in the scheme of things. Thus, "teenagers" become a nonentity group with a limited mission. Their major task is confined to growing up, learning, and going to school. Consequently, young people begin to view themselves as service consumers, rather than contributors. Bernard warns that maintaining the traditional view of "youth as problems" (or youth as irresponsible) creates it own problems. (1) In other words, youth denied the opportunity to become resources will end up becoming problems.

While some reports picture young people as materialistic, alienated, and individualistic, an alternate view was presented by teachers and parents interviewed. They felt that their children possessed a desire to do more, to contribute, to try out adult roles and responsibilities. Kate McPherson, who has been instrumental in organizing many Service Learning school programs, feels that adults sometimes underestimate youth. She relates how her own view of young people changed when she took the time to talk with them. McPherson spoke of acquiring a new portrait of young people who are exceptionally knowledgeable, possessing an unusual sensitivity or awareness of world problems. She concluded, "young people I've talked with have an urgent desire to change a world that often frightens them."

Perhaps these different views of youth represent the mixture often found in historical moments of transition. Regardless of the outcome, most people would probably agree that the urge to serve is something with which many, many people grow up. However, this does not mean that this desire will translate into action or values on its own. In fact, if ignored, it may simply wither and disappear. The question remains, "How can we nurture and encourage a service ethic in larger numbers of Washington's youth?"

---

[21] The analogy of the Trojan Horse has been attributed to Jim Keilsmeir, Director at the National Youth Leadership Council.

A number of youth and adults interviewed felt that we must address the lack of opportunities to serve. They often spoke about a lack of coordinated efforts to encourage, recruit, and support our youth in service to their schools and communities. Some felt that the traditional teachers-of-service (families, churches, and neighborhoods) were no longer adequately helping youth find service opportunities. As a result, the mission of defining and encouraging citizen service has been left to schools and community organizations. This section examines in greater detail how various community agencies and schools have worked together and separately to foster a service ethic in our youth.

THE COMMUNITY TRIBUTARIES

It is important to realize that while most young people attend school, a number of youth currently involved in volunteer work choose to perform their service outside of school. The challenge in developing more youth service opportunities is based on our ability to avoid turf wars through collaborative planning and mutual support.

The examples cited in this section of the report are exemplary models of school and community partnerships. Three types of partnerships are discussed here: Community Education, Community Programs with School Linkages, and Locally Designed Independent Community Initiatives.

Community Education Expands School Functions

Community education programs view schools as multi-use entities. When the last bell rings for students, the first bell has just begun for other members of the community. Community education programs utilize schools after hours for classes, sports, and meetings. The school becomes a community resource, a meeting place.

. Schools often play an important multi-functional role in rural communities. One rural program that exemplifies the multi-purpose nature of schools in rural communities is the Rural Entrepreneurship through Action Learning (REAL) program. According to Jerry Thornton, state Director of Washington Center for Community Education in the Office of the Superintendent of Public Instruction, REAL is a lively experiment involving students, local business people, and adult volunteers, with the strong potential to foster community service. Several REAL projects have a strong entrepreneurial and service components.

> *“What matters to me is helping people in my community. Running a business is fine, but I want to use my entrepreneurship training in a different way. Creating a `meals on wheels' program or a day care center for old people is like starting a business, even though making a profit isn't the point”.— Student participating in a Rural Entrepreneurship Program (reported in REAL newsletter)*

Joan Gerdes, a member of the State Council on Voluntary Action and a resident of rural Stevens County, also feels that schools can play a central role in promoting youth service. She listed several programs which involve youth in community service within Stevens County: 4-H, FFA, Junior Grange, school programs (Natural Helpers), church youth groups, and Scouts. However, Gerdes stressed that rural youth programs face significant transportation challenges as a result of their widely dispersed population. She observed that a young person might have to travel one to three hours to perform a one-two hour service project. Since youth are currently transported to school (costing significant time and money), there are compelling reasons for locating service projects in the schools.

Gerdes suggested how local groups might blend their efforts to overcome the transportation challenge. Adults and youth could examine ways to jointly schedule youth projects with adult projects or meetings. For example, when parents attend a service club, why not also have the youth service club or related club meet simultaneously. Adult programs might co-sponsor youth programs simultaneously (adult sponsors for junior grange). Since many of these activities could take place in school settings, it might be logical to consider funding a joint Community Education and Service Coordinator position.

The tie between community education and community service is a natural one. Community education programs often support literacy programs which use volunteers. Youth mobilization efforts are also looking for ways to make more extensive use of school resources. The Thurston County "Together For A Drug Free Youth" initiative exemplifies this attitude. Their action plan promotes the development of after-school recreational, service, and leisure programs.

Volunteers In Service to Oregon (VISTO) program partners communities and schools to promote youth service. The VISTO program targets young adults between the ages of 16 to 19 who wish to attend post secondary schools. They earn educational vouchers based on work in approved community service. Approved service programs stress one-to-one volunteer experiences coordinated through local county agencies. For each eight hours of service, the student receives a $25 credit. These vouchers can be used in any Oregon school participating in federal student financial aid programs. The program is funded by state lottery monies and funds are allocated to counties on a population formula basis.

Community and Youth Programs With School Linkages

Community youth programs, civic groups, and community youth agencies continue to play a vital role in supporting and developing youth service opportunities. The more traditional youth groups found in religious organizations, Scouts, Campfire, and 4-H have always included service in their agendas or rites of passage. Several organizations have also gone on to develop innovative curriculums and projects which can then be used by schools and other community organizations. Finally, several national organizations and a few Washington programs have pioneered whole new approaches to involving youth in service, leadership, and citizenship. Most of these programs have provided support and technical assistance to schools. This has produced strong linkages and working partnerships between community programs and local schools or colleges.

In Bellingham, Washington, the Boy Scouts teamed up with Puget Power to produce an intergenerational curriculum called *Youth GateKeeper*. The program trains young people to watch for signs that an elderly neighbor might be in need of assistance. The Scouts are directed to refer their observations to local senior citizen service agencies and support groups.

The 4-H program isn't just for farming communities any more. The programs now include members from inner city and suburban centers (with only 20 percent from rural communities). "Community Pride Projects," supported by Chevron, encourage community service projects. Students make a proposal and document the effort. In many communities, youth continue their involvement with 4-H type activities through participation in high school student vocational agriculture organizations.

The Urban 4-H Challenge program teaches self-esteem, confidence, and taking risks for positive goals according to John Little, the program's director in King County. Young people get involved in a ropes challenge course, extended bike tours, and a summer program of community service work. Community service projects have included graffiti white out, apartment renovation, and anti-gang awareness programs that teach specific skills. A Job Readiness program combines employment training with the chance to work in local agencies. Little has been sharing these types of programs with schools in the Seattle area.

Many youth Service Learning advocates talk about the value of starting service experiences in the earliest grade possible. Often times it is challenging for educators to find appropriate experiences for younger children. The Girl Scouts Daisy Scout program involves young people in scouting as early as kindergarten. The projects often relate to educational goals. For example, in one project youth learned about the problems of literacy. They then found pictures of objects which they pasted on cards with words on the reverse side. The cards were then donated to literacy programs.[22]

At the other end of the age spectrum, adult civic groups play a continuing supportive role for youth service programs. They often provide material as well as social support for young volunteers and school service clubs. In Bellevue, Washington Kiwanis, Rotary, Chambers of Commerce and others get involved in providing scholarships, medals, and certificates for students who volunteer their time. The Rotary Club has a student-of-the-month award that highlights service contributions.

Two unique Washington programs, The Governor's School and the Giraffe Project, provide an innovative approach to fostering service in the community.[23] The Governor's School is an innovative summer service and leadership program and they may soon embark on translating their methods into a curriculum. Likewise, the Giraffe Project is currently field testing a series of curriculums which illustrate how young people can make a difference by "sticking their necks out" to help others and their community. The Giraffe Project designed different packages for elementary and high school students as well as college students.

In different parts of the country, various groups are developing other exciting and innovative approaches to youth service. Many of these programs include strategies for working with school staff. In Kansas City, Missouri, Youth Volunteer Corps of America was spawned under the umbrella of Youth Service America (YSA).[24]

---

[22] Many youth organizations like Campfire, Girl Scout, Boy Scouts, and 4-H have excellent materials listing different kinds of service projects appropriate for elementary and middle school age youth. The leaders also have valuable experience in setting up age-appropriate service projects in the community.

[23] The Giraffe Project is a national project located on Whidby Island, Washington.

The Youth Volunteer Corps of America recruits teams of youths 12 to 18 years of age from a wide range of ethnic and socioeconomic backgrounds. The teams work on cooperative projects with local public and private agencies and schools. Projects include tutoring, coaching, weatherization, community awareness skits, and working with the elderly and disabled citizens. The program primarily recruits young people from local schools, civic, and religious groups. Some schools use the Corps as part of a package for coordinating and providing service opportunities for students. Corps members receive no financial assistance other than lunch and transportation costs. Youth Volunteer Corps of America, headquartered in Kansas City, Missouri, also has materials to help other community agencies set up similar programs.

At the national level, United Way is involved in supporting unique programs. They have collaborated with the StarServe program in Santa Monica, California, which will involve celebrities in the active promotion of community service. In addition, they sent out free instructional materials to principals across the nation. The United Way drew upon its knowledge of youth and community service in helping to design a comprehensive teacher guide for the StarServe program.

The Volunteer Youth Training And Leadership (VYTAL) program, which began in Pittsburgh, Pennsylvania, represents one of the most comprehensive approaches to school-and-community organization collaboration. This United Way program provides a central point of coordination for the placement of young people in local service opportunities. VYTAL staff provide technical assistance to local schools via a youth service coordinator. The coordinator and support staff develop service agency directories and speakers bureaus. The staff also help find local support for youth service projects, establish student service clubs, and provide support for teachers who want to bring service into the classroom. Teachers find the comprehensive VYTAL curriculum very useful because it contains ready-to-use materials for both middle and high school students.

In addition to activities during school, VYTAL staff provide leadership development training events, workshops, clubs, and special conferences for youth. Most of these events take place on holidays, after school, or in the summer. VYTAL also conducts follow-up evaluations and surveys to improve program services.

A recent VYTAL survey revealed that their most popular form of collaboration centered on setting up volunteer opportunities through clubs and classes. Classes which were most likely to incorporate service were social studies and religious studies, followed by electives. Students received recognition and support from agencies in the form of special recognition events, free meals, free memberships in associations, free tickets for buses or concerts, and sometimes scholarships. School efforts to appreciate and recognize volunteers generally include granting awards, giving credits, offering release time from class, offering honor society membership, writing articles for newspapers, and printing citations on school records. About 90 percent of schools surveyed reported that at least some of their faculty was involved with community service projects

---

[24] Youth Service America serves as an umbrella group, hosting conferences, providing technical assistance, advocating for legislation, and disseminating information. They have over 100 affiliates nationwide and are primarily concentrated in the schools, service corps, and community agencies. The early success of the Youth Volunteer Corps replication project led to a $1 million dollar grant from the Kellogg Foundation in 1990.

Laura Tiedge, the VYTAL Coordinator, feels that success in their youth service program rests upon the quality interactions generated between schools and community agencies. The VYTAL model of supporting, developing, and coordinating school-community partnerships sets a worthy benchmark for school and community collaboration.

The Massachusetts Youth Service Alliance is another model worth considering in larger urban centers. This is a broad coalition of agencies and programs involved with youth service. The Alliance has four stated functions:

- Create a statewide context for supporting youth service.
- Meet bimonthly to share information and work on joint projects.
- Lead a public campaign to increase awareness of youth service.
- Provide technical assistance.

SCHOOL MODELS

School models, like the community-based models, have a tradition of fostering student service. The newer programs are exploring service for credit, required versus voluntary forms, integration into existing courses and curricula, and coordinating service opportunities in separate classes or as independent placements. This section separates the different approaches into three different categories.

- Traditional extracurricular and school-wide programs.
- Infusion approach, also known as Service Learning.
- Service Independent method.

At the end of this section a chart summarize and compares the three approaches.

Traditional Extracurricular and School-Wide Programs

Conrad and Hedin report that about 51 percent of the schools and colleges offered service opportunities through special events and cocurricular activities. The clubs and all-school projects vary and typically include food collections, blood drives, and recycling programs. Typical student clubs include SKY clubs, KEY clubs, fraternities, dormitories, sororities, student vocational organizations, and honor societies. While most schools and colleges offer these opportunities, Conrad and Hedin report that these events do not appear to engage the majority of students.[25]

---

[25] According to the same report, the other two approaches involved even fewer schools. Only 6.6% of the schools provided a course in service and 9% offered credit while 15% required between 75-100 hours of service.

Determining the outcomes or benefits of school-wide and extracurricular service activities is sometimes difficult. It is probably useful to distinguish between those students who get involved in the detailed planning of a school-wide projects like a food drive, as opposed to those students who collect cans in a given classroom. Likewise, many clubs incorporate service as a part of their mission with varying degrees of student involvement. The quality of the experience is vastly different in terms of benefits to the volunteers. We cannot claim that the benefits described in Part II are equal for all forms of student volunteer and service work.

Kiwanis Clubs in local communities sponsor high school Sky and Key Clubs that provide students with the opportunity to develop service activities and participate in leadership training programs. Sky Clubs are only available in the Pacific Northwest and traditionally sponsor projects with special need populations. Jan Stout, of Bellevue, reports there are 80 Key Clubs with over 2,200 members in Washington State.

Some of the most vibrant examples of extracurricular youth service organizations grow out of the grass roots activities and self-organizing efforts of students. In the Peninsula School District, students formed a club called World Awareness Youth Service (WAYS) described in Part I. At the college level, COOL (Campus Outreach Opportunities League) has garnered national attention. COOL provides support materials for other student groups, summer internships in service projects, and publications of various types. While there are no COOL chapters in Washington as of this writing, the Evergreen State College, Seattle University, and University of Washington all have student–run community service clubs. Student vocational organizations at the high school and college levels also have developed active service programs in various schools. These kinds of engaging service programs clearly parallel the benefits produced in the two approaches described next.

Infusion or Service Learning

Service Learning is one of the most often-mentioned items in the new federal legislation. Incorporating service into learning is both a new and old idea. Its advocates argue that service-oriented learning broadens the educational process which often focuses too narrowly on "head knowledge." In other words, Service Learning places acts of compassion into the curriculum in an effort to educate the whole person: head, heart, and body. Service Learning educators integrate or infuse service projects into their existing classes. In this way, the learning is extended beyond the four walls of the classroom. Service Learning represents one approach to implementing many of the suggestions of current school reform efforts. It helps put into practice recommendations that teachers become facilitators, that learning become more authentic and engaging, and that students develop problem solving skills.

Students are prepared for service experiences by first studying background information and issues. This might involve speakers, visits to agencies and the community at large, and specific training related to the service task (e.g., tutoring, water quality testing, video production). Students then design a project or attach themselves to an ongoing agency or activity. Their service experience is strengthened through debriefing which is often called "reflection." (In traditional volunteer sectors, "reflection" is similar to self-evaluation.)

Ideally, the reflection component covers three basic questions: what happened, why was it important, and what will you plan for next?(35) There are various ways to reflect or evaluate one's experience. [26] The most commonly cited examples include individual and small group discussions, journal writing, cooperative assignments, course evaluations, and student-designed culminating projects. Culminating projects often include a product or performance demonstrating mastery or knowledge of a subject. Students can summarize their experience by producing tip sheets, directories, skits, slide shows, or brochures.

Laura Tiedge, from Pittsburgh's VYTAL program, points out that the Service Learning often leads to new school expectations. These expectations are echoed in the words of Dr. Ben Edlund, Superintendent of Moses Lake School District, Moses Lake, Washington. He suggests that student service could fulfill the expectation or mission, "Learning: You can't pay it back, so you must pass it on." In other words, students are not only consumers of educational services, they should also use their skills and knowledge to create services—thereby paying back. In this process, schools begin to change their own image in the community. They move from the image of service consumer and broaden their image or role to include community service provider.

> *"I talked with several men [in a veterans hospital]. While we talked, this one man told me about his stories of World War I...The conversations were interesting and by the time I was supposed to leave I had learned a lot from their experiences during an important part of our history. Visiting this place allowed me to learn a little about America and myself as well."*—*Student from Peninsula School District*

Service Learning practitioners believe their programs deepen the schooling experience and help make school knowledge and learning less abstract. A student studying contemporary problems develops a more profound understanding of how society and community function when they spend time working on a project related to homelessness. The experience could include working in a shelter, developing a food gleaning program to support a food bank, or creating public awareness and support for new approaches to old problems. An elementary school student learns about history as well as about life and aging when visiting a nursing home in an intergenerational project. A student discovers the practical side of science when performing water quality tests. A drama class develops new awareness of peer and survival pressure when they design and produce a gang awareness skit .

Connecting service to learning legitimizes the community service component in the eyes of many teachers and administrators (and perhaps parents). However, some people interviewed cautioned that teachers may sometimes overemphasize academic legitimacy at the expense of actual direct service activities. (35) In other words, Service Learning advocates need to support all forms of campus service, including those services not connected directly to class objectives, those forms of service which do not contain formal reflection components, and casual forms of service belonging to extra and cocurricullar club activities. In the end, one can argue that providing service is a valid responsibility of schools and this responsibility can be taught in many different, legitimate ways.

---

[26] While there is agreement regarding the importance of a reflection, there appears to be a lack of a clear definition of what it constitutes. It could be described as a guided process to help young people realize a deeper and broader meaning from their community service activities.

Some people in community agencies appeared concerned about new demands which might be placed upon them as a result of an entire school system adopting a Service Learning policy or community service requirement. One agency person talked about the recent phenomenon of young people showing up with "hours to complete" for a class. They suggested that any initiative or new policy which anticipates working with local agencies needs to be jointly planned and supported. Therefore, successful implementation of a large-scale Service Learning program may necessitate appointing a staff person to coordinate the development of quality service opportunities by developing supportive and collaborative relationships between schools and their community. The role of coordinators is discussed next.

Service Independent (Service Coordinator) Model

Cynthia Parsons, who operates SerVermont, strongly urges program managers to identify a key individual in each school to serve as the lead person in a community service program. This person would direct or coordinate community service activities, and serve as a broker for matching students to needs of clients. She points out that once someone is designated as the lead person then the program becomes more visible and easier to access by community members. (15)

The Peninsula School District in Washington, a showcase for Service Learning, further underscores the importance of leadership at the school building level. The staff pointed out the need for a building-based leader who was in tune with the school's culture. They felt that it was extremely important to identify "natural" leaders in each building to ensure successful program development. The authors of the *Forgotten Half* suggest that each school provide service opportunities as an elective or consider it a requirement for graduation. But, they go beyond this call to action by also stipulating the need for coordination and supervision. (4) A Washington education agency specialist concluded that those who desire to create new opportunities have consequent responsibility to create positions to manage the new opportunities. The simplest way to approach this may be through the deployment of service coordinators.

Unlike the infusion model where teachers include service activities as part of their overall teaching strategies; the Service Independent model orchestrates service experiences in a separate service class devoted to service, or through individual student placements. This model resembles the successful work interns or work co-op models established by vocational education. Student placements can follow a variety of formats including independent study, internship, mentor, service co-op classes, and credits.

The coordinator serves as a liaison between the community and school. The coordinator also provides technical assistance to other teachers trying to incorporate Service Learning into their classes, and provides technical assistance to community agencies working with youth. For example, the coordinator could help agencies to identify meaningful assignments and train the staff to effectively work with youth when needed.

There are several ways to use a service coordinator. In some schools, the teacher may follow a "vocational work co-op" model. In the pure co-op work model, students often work after school for one credit and receive an additional credit for attending an employment-related class. In the community service classes studied, this model is often collapsed into a single class and single credit. The class begins by orienting and preparing the students for community service. After the students select a project or agency to work in, they generally go to the agency or work on their projects during the class period two to four days a week. Then, they meet once a week to discuss experiences, receive more training, or conduct reflective exercises.

For example, in Minnesota, Dan Conrad teaches a two-period service class. The double period allows enough time for travel and significant involvement in community service. At Bellarmine Prepatory in Tacoma, Washington, Joan Fleet teaches a similar one-period class for credit. The Tacoma program's orientation and training gives students an initial orientation to volunteer work, surveys the unmet needs in the community, and provides specific study of individual problems or techniques such as health and safety, effective communication, ethics of service, coping techniques, etc. After initial training and orientation is finished, students select sites related to career goals or personal interests. They spend four days a week at the sites and meet on Fridays for group discussions, reflection, further training, and study.

In other programs, the coordinator may spend very little time in a classroom and more time in the community developing placement opportunities, monitoring student placements, and counseling students on an individual basis. The programs at Seattle Central Community College and Seattle University resemble this approach. The Seattle Central Community College program follows a true cooperative work model. It relies more on students developing their own service opportunities and treats the placement similar to employment placement. In fact, the community work and community service program not only share facilities they also use similar placement and evaluation forms and procedures.

Seattle Central's partnership between service and career exploration corresponds to report findings where college students portray volunteering as a valuable step in their career development. In the article "Motivation in University Student Volunteers," Terry H. Chapman found that college students described a primary benefit of exploring new career options or learning skills which they might otherwise not learn in school.[27] Staff at the National Society for Internships and Experiential Education also expressed the opinion that good service programs often have career exploration outcomes. In addition, career programs often stress the importance of service in the work place. [28]

Hybrids of this Service Independent model exist. Shorecrest High School, Seattle, Washington, uses a vocational instructor in Home and Family Life team teaching with English teachers part of the time and coordinating community service activities the other part of the time. In the

---

[27] High school students, on the other hand, are often more attracted by the social opportunities to meet new people, work with friends, or learn about others.

[28] Part I includes a more complete discussion of service in the work place.

Bellevue School District, Bellevue, Washington, a community coordinator works with a team of adult volunteers to develop and coordinate placements. Similar to Shorecrest, students do not receive credit but they do receive notation of successful completion of service on their transcripts. The Tacoma Public Schools, Tacoma Washington, will experiment with an after-school model staffed similar to a coaching position, with credit offered for community service. In Pittsburgh, Pennsylvania, the service coordinator is located in a United Way agency.

Service Independent and Service Learning methods should not be viewed in competing terms, but rather as complimentary avenues. The most powerful combination for a school-based service program includes both infusion and coordination efforts. A service coordinator could assist teachers in locating meaningful community placements and projects which could compliment Service Learning objectives. This combined model exists at both Bellarmine Prep and Seattle University. A possible sequence for developing both approaches is illustrated next.

SCHOOL-BASED COMMUNITY SERVICE DEVELOPMENT SEQUENCE

Phase 1— Planning and Small Scale Implementation

- Identify Service Coordinator or Lead Person
- Inventory school and community experiences and resources
- Explore options (credits, off-campus, independent placements, etc)
- Build consensus and work with advisory group
- Establish small scale model to experiment
- Work with school and community staff

↕

Phase 2— Expanding and Revising

- Expand and revise early model
- Finalize policy and procedures
- Explore school-wide infusion or Service Learning
- Train teachers and community agency staff
- Begin to design evaluation and data collection method
- Continue work with school and community

↕

Phase 3— Maintenance and Refinement

- Expand and revise early model, procedures, and policies
- Support teachers involved in Service Learning Projects
- Refine options (credits, off-campus, independent placements, etc.)
- Evaluate and report on progress
- Conduct strategic planning for the future

Comparative Model of School-Based Programs

The following comparative chart summarizes different formats for school-based service programs. The chart and categories are artificial constructs; in the real world of service, one will likely find programs sharing elements from different categories. The chart is designed to address the following questions.

1) What are the different ways to manage, staff, and coordinate service?
2) What are the pros and cons regarding scheduling, numbers involved, and credits or grades?
3) Can more than one approach be used to encourage the greatest involvement?

SCHOOL-BASED COMMUNITY SERVICE MODELS

Traditional Extracurricular and School-Wide Efforts	Infusion Service Learning Integrated into Classes	Service Independent Separate Class or Independent Study with a "Service Coordinator"
Examples: • Vocational student organizations and clubs put on an employer breakfast. • Special Kiwanis Youth (SKY) club works in Special Olympics. • Leadership group organizes a food drive. • All-school service week or day. Students serve on a project for a week or day. • Students sign up to volunteer in a student center or clearinghouse. • Soccer team raises money for uniforms. • Drama club puts on plays at nursing home.	Examples: • Home economics class makes clothes for a shelter. • Agriculture class gleans food for a food bank and studies hunger. • Computer class teaches skills to small businesses. • Elementary class collects oral histories from nursing home. • Middle school science class adopts a stream. • Technology class builds ramp to make library accessible. • English or language class writes stories about local heroes or volunteers.	Examples: • A two-period class during which students serve; typically meets once or twice a week for training and debriefing. • Independent study or internship under a faculty supervisor or service-coordinator. • Service cooperative model based on similar programs which places students on work experience sites. • Work-study program places students in service agencies or projects instead of typical jobs. • Community agency matches students to service opportunities. School staff responsible for recruitment, grades, and follow-up.

This chart is continued on the next page.

Traditional	Infusion	Service Independent
Scheduling: Usually done outside class schedule. Often done after or before school, on weekends, or in special schedules.	Scheduling: Usually done during a class. However, projects may need to be completed outside of class, or on weekends.	Scheduling: Class or coordination is usually done in school. Service may be done outside of class time.
Staffing/Training: Typically supervised by a teacher or volunteer advisor. Special training varies and is typically not required at this time.	Staffing/Training: No extra staffing initially required. However, a coordinator is warranted when many teachers get involved. In-service and follow-up support is advised.	Staffing/Training: A service coordinator often teaches classes, supervises student placements, and functions as a school-community liaison. Some training is advised.
Student Involvement: Typically short-term projects. Longer involvements for organizing members belonging to a committee, team, or club.	Student Involvement: Typically short-term projects. Projects can become more involved. Many students can be involved.	Student Involvement: Typically long term projects. Can be organized as a lab to support existing classes. Numbers involved vary.
Credits: Typically none. May be counted for hours required in mandatory program.	Credits: Service may be an option or required in the course. Credit is granted for overall completion.	Credits: Credits and grade awarded based on hours of service and final product. Payment may be used instead of credits.

Service Learning and Service Independent forms tend to represent the more organized approach. As a result, student involvement tends to be deeper and sustained over longer periods of time. This report recommends that schools considering new community service initiatives should invest in both Service Learning and Service Independent methods. These approaches offer the greatest assurance of a return on investment.

Grades, Credits, Mandatory Versus Voluntary

There are many pros and cons to the question of encouraging service with various incentives like credits, grades, and stipends (money). Even more controversy surrounds the notion of mandatory or required service as opposed to purely voluntary forms. Conrad and Hedin reported in their 1989 review of high school community service programs that about 9 percent of the schools offered credit for service, and about 15 percent required 75-100 hours for graduation.[29] (6) The following chart illustrates that our society attaches a variety of incentives, rewards, and consequences to volunteer and service work.

---

[29] While these statistics may become outdated, the significance lies in their scale. Currently, there are not many schools granting credit for service.

SERVICE INCENTIVES CONTINUUM

Intrinsic and Voluntary	Extrinsic and Voluntary	Extrinsic and Required
These experiences are usually associated with informal volunteering and formal volunteer programs. • Casual Volunteering: —Helping neighbor —Coaching Little League —Being in a play —Helping with homework —Working at a carnival • Formal Volunteer Experiences: —Working as a school volunteer —Volunteer in an agency —Helping in a youth group —Unpaid work experience	These experiences usually result in the volunteer receiving some kind of reward, payment, or credit. • Financial Incentives : — Stipends or scholarships — Discounting student loans —Work study in local agencies • School Incentives: —Credits or grades —Trophies, letters, transcript mention • Community Agency Incentives: —Letter of reference —Certificate —Reimbursements (mileage, meals, etc.) — Free tickets (buses, sports, concerts, etc.) • Employer Incentives: —Time off from work to serve —Selection or promotion based on service	These experiences require service. In addition to extrinsic rewards, there is also a negative consequence or punishment . • Draft or national service required by law • Student loan requiring service • School graduation requirement • Required as part of a class or job • Membership requirement (as part of a group, organization, etc.) • Criminal justice, court ordered

Should Students Receive Credits?

Some are adamantly opposed to extrinsic rewards. Yet, they often recognize student volunteers with certificates. Others argue for the need to provide stipended service opportunities, especially for those who must work just to survive. While programs without credits have existed for years, this report recommends that high schools and colleges consider giving credits and other forms of recognition to students who participate in approved service activities. An educational institution's values are reflected in the learning experiences which earn credits, and those which do not. The value a particular system places on service should be made clear.

Most students interviewed at both the high school and college levels felt that credit could be an important tool in attracting and encouraging other students to participate in community service. In a survey of 150 high school students in Washington, 82 percent felt that elective credits should be awarded for service, and 71 percent recommended having the option of using these credits as alternatives to required graduation credits. One approach pairs credit with an elective course or independent study/intern assignment. Electives can appeal to a lot of people, however high school students on a college preparation track might not find time for this elective in lieu of college entrance requirements. In addition, service would have to compete with other elective courses.

Another approach suggests using flexible cross-crediting for service work. In this option, service credits help fulfill certain required courses like English, social studies, or occupational education in high school. This cross-crediting has several advantages. It is flexible. Students who are shy of credits can use service to get back on track and off the at-risk path. In this way, cross-crediting service with required courses helps achieve the larger goal of attracting a more diverse cross-section of youth. At the post-secondary level it could be credit within English, humanities, history, sociology, and cooperative work experience courses.

SHOULD SERVICE BE REQUIRED IN SCHOOLS?

Because the issue of mandatory versus voluntary involves core values, no attempt is made here to take a position. However, it is important to consider all the ramifications of mandatory versus voluntary programs. When service is required, we can assume that students from all segments participate. One report showed that when service is purely voluntary (without credits), a majority of the students (57 percent) typically come from the college prep track. Classes offering credit for service appear to draw a more widely diverse set of students than purely voluntary, noncredited programs. (6) Some of the pros and cons are summarized here.

PROS AND CONS FOR MANDATING STUDENT SERVICE

Pros of Mandatory Service	Cons of Mandatory Service
• Attracts and involves students not normally included.	• Community-based agencies are inundated by youth trying to "complete hours."
• Creates more hours of service available to community.	• There are too many students to manage.
• Expands school mission.	• Not all students are in a position to serve.
	• Backlash is generated when things are required.

In a survey conducted for People for the American Way, 51 percent of the youth surveyed supported the requirement and 89 percent supported getting credit for it. (13) In a survey of 150 high school students in Washington 66 percent felt service should not become a graduation requirement. Cynthia Parsons believes that mandatory programs shift the focus from service or program quality toward regulation, hour accountability, and tabulation of hours. She also points out that schools may experience a negative or reluctant reaction from parents who can't find the time to get involved.[30] (15) On the other hand, the Carnegie Foundation for the Advancement of Teaching recommends a new Carnegie unit for service to be included in graduation requirements of all schools.

A compromise position can be reached when schools are required to provide service opportunities, but individual students are not required to "volunteer." This approach mandates the provision of opportunities rather than individual service. Joe Madison, Director of the Massachusetts

---

[30] In a recent article, "Do school mandates take the spirit out of service?" USA Today reporter Dennis Kelly reports about a lawsuit in Bethlehem, Pennsylvania. A few parents reacted to mandatory "volunteer" requirements in the school district with a class action suit. Parents said they had nothing against service, but they didn't want it mandated. (USA Today, November 17, 1990)

Youth Service Alliance, also suggests taking this middle ground on the mandating issue. A model for mandating schools (instead of students) can be found in the Minnesota State Board of Education ruling which required all school districts to provide Service Learning options for students. The different options for mandating service opportunities experiences are summarized here.

OPTIONS CHART FOR MANDATING SERVICE

Student Service Mandated	Teacher-Curriculum Mandated	School District Mandated
Students are required to complete a specified number of hours of service for graduation or course completion.	School or college designs a program with opportunities and learning goals for specific grades or subjects areas.	The state requires school districts to provide school-organized service experiences and supports the program development.
Benefits • Involves students who do not normally participate in service. • Expands school mission, service becomes a responsibility. • Creates more hours of service for the community.	Benefits • Service can be linked to course objectives or school mission. • Coordinated across grade levels. • Encourages community-based and experiential learning.	Benefits • Since not based on hours, local control over when and how. • Encourages school-community partnership thinking.
Drawbacks/Costs • Staff required to monitor and manage program. • Not all students are in a position to serve. • Parents or students may react negatively—backlash.	Drawbacks/Costs • Requires support for staff training and curriculum development. • Time and staff required to monitor and manage program.	Drawbacks/Costs • Requires statewide support for staff training and curriculum development. • State needs to provide follow-up and monitor the programs.

The goal remains to strengthen schools, communities, and our youth by increasing the numbers involved in quality community service. Which way to proceed—credits, pay, requirements, Service Learning, Service Coordinators—which is best? The best design probably won't select one option at the expense of all others. Instead, by offering more than one community service learning option a program can attract a greater number of students. The specific program mix and design will need to use input from staff, community agencies, and students as well as the criteria for quality youth programs. These criteria are discussed next.

Criteria for Quality Youth Service Programs

Various groups have tried to summarize the criteria which marks a quality youth service program. These descriptors can be used as criteria for planning a program and later evaluating it. The following list of criteria is broad enough that it can apply equally to schools, community agencies, youth programs, or youth service corps. This listing summarizes several lists published in reports and conference findings. The best known report comes from the *Wingspread* document entitled "Principles of Good Practice for Combining Service and Learning." (4), (15), (1)

- Provisions must be made for coordination and supervision.

- Curricula should be age-appropriate with input from parents and teachers.
- Active support and involvement from school administrators are critical.
- Try to integrate efforts into existing community-based organizations.
- Opportunities must be available throughout the lifespan.
- Youth must have ownership in the effort. They should be given responsibility for making decisions and planning.
- Service should be supported through debriefing and reflection to help interpret experiences.
- Must include wide range of types so it is not labelled a remediation or honors system.
- Avoid short-term, cursory exposures to service since these will not typically produce the expected outcomes (nor the benefits mentioned in Part II of this report).
- Allow for widely diverse forms and programs. At state or national levels, provide only support and leadership—not one mandated model.
- Provide time for program planning and development.
- Carefully select the service activities. Make sure they meet real needs and are not trivial. Try to match interests with opportunities.
- Involve students in the selection of service activities.

PART IV—WHAT'S NEXT?
THE CHALLENGES AND SUGGESTIONS

Washington Service Corps member develops skills while assisting with product distribution at a Seattle food bank.

Photo credit—Washington Service Corps, Olympia, Washington

"The youth population has been misnamed the self-centered generation. There is a strong desire to serve others. The problem we face in America today is not a lack of willingness to serve or help others but to find the appropriate outlet for this."—George Gallup (1987)

How can we expand the number of youth involved in community service? What barriers or challenges stand before us? How do practitioners and experts suggest we address these challenges and barriers? Part IV addresses these questions from two perspectives: supporting the local practitioners and a new statewide leadership agenda.

When we accept the general challenge of increasing the number of people and service opportunities, specific questions arise around the issues of developing, managing, and coordinating youth community service opportunities and related resources. Sometimes these detailed questions are overlooked during the rush to join a new movement or respond to new funding resources. For example, when school suddenly embrace a service requirement without considering the consequent management tasks, it often results in programs "a mile wide and an inch deep."

Some people interviewed suggested that Washingtonians begin by redefining citizenship in terms of citizens serving their communities. Changing the definition and expectations behind the definition will require looking anew at schools, learning, teaching, communities, volunteering, and serving. These changes require building connections between schools and communities and within schools themselves. Part IV attempts to address the important issues involved in carving out a new role for young people in service to their communities.

SUGGESTIONS FOR SUPPORTING THE PRACTITIONER

Practitioners and those interested in youth service offered many useful suggestions for mobilizing the youth in their communities and schools. Often their suggestions were quite specific to their locale. However, a few themes emerged over and over. Each of these is discussed in detail before being summarized in a chart at the end.

Provide Time for Program Development

School and agency staff universally requested more support for developing programs and partnerships. The most often requested support was for release time for teachers or additional staff time for agencies to help carry out the planning for new partnerships and programs.

At a Service Learning institute attended by more than 30 teachers, several suggestions emerged about how time could be used to support program development. One was the simple request for time to learn, plan, and create new materials. A unique use of time included purchasing release time to encourage peer support and coaching. In this instance, an expert teacher could serve as a coach or mentor to another teacher. In this bootstrap process, Washington could develop a cadre of trainers who could later assist in statewide program expansion. A journal specializing in school district issues, *The State Board Connection,* supports the need for providing staff "with time and encouragement to attend training." (33)

Large scale change across a community or school district may also require extra time for administration, coordination, consultation, or research. Broad-based change or mobilization often requires additional staff training, policy development, and needs assessments.

Use Mini-Grants to Help Acquire Start-Up Resources

The second most common type of support requested was for help in acquiring resources needed for local projects. These ranged from transportation, curriculums, and conference fees, to purchase of very specific project materials. One innovative approach is cited in SerVermont by Cynthia Parsons. She mentions the use of mini-grants to help defray the costs of program development and individual project implementation. In Washington, the Higher Education Coordinating Board has successfully used mini-grants to promote service opportunities using work-study students.

Support Joint School and Community Planning

Working in isolation will not work well for community service. Development of youth service opportunities should be viewed as a joint venture involving schools and local agencies or programs. Otherwise, a school may proceed to mobilize its young in a community unaware or unprepared to receive their energy and enthusiasm. Needs of local agencies and local programs should be addressed before sending youth out with service projects or requirements. As one community agency person put it, "Before you ask me to provide a volunteer training slot for a student, make sure you've done your homework. Find out what I do, identify and prepare your students." Otherwise, student placements may haphazardly backfire.

Related to this is the request by agencies for training about effective use of youthful volunteers, and training about working with small groups or entire classes of students. Other issues needing to be addressed include supervision, communication between partners, liability, volunteer accountability, and specific school or local agency needs. Some agency people suggested that training with or by school people might help.

Conducting an inventory of local needs and service opportunities may be one of the best ways to begin a partnership. Similarly, the VYTAL survey of Pittsburgh, Pennsylvania, schools found that teachers set a priority on getting information about local service opportunities. The inventory could be turned into data bases and directories of places and speakers. Mini-grants could support and stimulate these ventures.

Youth Involvement Is Key to Success

Young people voiced a unified concern about being included in program design especially when the topics of *what to do* and *how to do it.* are being discussed. In Seattle, Washington, Joby Shimomura, who has won national recognition for her volunteer work, emphasized, "Young people's presence is very important in the policy and decision making activities." Shimomura's words were repeated over and over during focus groups meetings with young people.

Similarly, Service Learning and leadership programs have stressed the importance of involving youth in choosing their volunteer projects or sites. Placements in community agencies work best when the volunteers' interests or aptitudes are matched to a specific community service opportunity.

Agency placement is not the only vehicle for service. Service Learning and leadership programs encourage young people to conduct their own assessment of local needs, then design a project which can address a need they feel strongly about. This type of service project typically does not include work in an agency, but could include work with an agency.

The importance of providing meaningful service work also needs to be stressed. The most often cited frustration was the consignment to meaningless, busy work (clean-up, envelope stuffing), or jobs which no one else wanted to do (writing thank you letters, etc.) While everyone can be expected to do a degree of routine work, it should not define the young volunteer's position. Most teachers and experts recommended involving young people in direct work with people.

Use Service Coordinators to Manage New Opportunities

If large numbers of students are suddenly required or encouraged to serve, consider the impact on the community. As momentum builds for youth service programming, we must consider how to orchestrate the local impact. Laura Tiedge, coordinator of the VYTAL program in Pittsburgh, observed that agency people usually want to work with individuals rather than anonymous entities called schools. She felt that agencies and schools would work better if they could work through a designated coordinator. [31]

Several students interviewed felt they would do more if there was an individual designated to help students get involved in service. The individual school-level coordinator can become the the student's referral source, placement guide, mentor, advocate, trouble-shooter, and follow-up person. A coordinator would meet with agencies, build bridges between school and community, explain how to work with youth, and inventory useful tasks. In a similar vein, young people continually cautioned against setting up initiatives which are not staffed properly. As one young person said, "Don't get me all excited and then drop the ball when I come in to ask, What can I do?" In other words, if a school is going to mandate service or grant credits, or if a community plans to encourage more volunteer efforts, then they must be prepared to manage the new opportunities.

Creatively Recruit, Change the Image of Youth Service

The William T. Grant report, *Forgotten Half,* emphatically argues that service should not simply be limited to rehabilitating youth. They felt that rehabilitation restricts the potential and misses the citizenship dimension. Often, service opportunities are offered only to honor society members or school leaders, while service is mandated for those students requiring discipline. Programs which recruit honor students, those who are at-risk of failure, those who are achieving average grades, and those causing disciplinary problems will result in a clearer understanding of what it means to serve one's community.

Most youth surveyed felt that the two most powerful ways to recruit involved peer-recruiters and role models or charismatic leaders. It boiled down to one young person saying, "I know more people would get involved if you just asked them." Gilmore and Associates, in their survey for Washington Gives, reported that 33 percent of the the households surveyed claimed they would probably give more or do more if contacted and encouraged. (21) The study "*Democracy's Next Generation*" reports that many young people express an interest in serving but are waiting to be asked. (7) It appears to be a common theme also echoed among older volunteers. A Lou Harris poll about aging volunteers found that 66 percent of those who did not volunteer listed the primary reason for not serving was "not being asked."

What message should we send to our youth? Several students interviewed thought the message could be, "You'll be involved in something worthwhile and people will appreciate it more than you can imagine." A student service club president at Seattle University reminded us that "service can be fun." Youth Service America sponsored a photo contest about youth serving and then created a touring photo display. Ask young people, involve volunteers with marketing background, and the possibilities are endless.

---

[31] Service Coordinators are discussed in detail in Part III.

A related question posed by Washington Gives and others involved asks, "What should we call this?" Four common terms were included in the survey for this report: Citizen Service, Service Learning, Community Service, and Volunteering. No one term surfaced as the preferred term—each person had a different preference and different reason. While a preferred global term may emerge, local projects will succeed when they create their own names, containing local significance. This notion of local terminology may not help people designing legislation, policy, or new programs statewide. The results of the survey regarding currently used terms follows as a guide.

Citizen Service

Some liked it because it was descriptive and neutral. Others liked it because it stressed community responsibility. Some youth did not feel the term "citizen" would be popular. This appeared to be the least popular term among youth surveyed.

Service Learning

For some this term sounds too "schoolish" or exclusionary. As a result, this had the least appeal to those in community-based programs. School people tended to like this term over other terms because it gave credibility to the educational relevance of service. Some felt that it helped clarify this as a new look at service which is linked to curriculum as opposed to the more traditional extracurricular forms of serving (clubs, fund raisers, etc.).

Community Service

Over and over people pointed out that this term is stigmatized by its association with court-ordered service. However, it must be pointed out that it is one of the most commonly used terms. For some people, the problem of stigma was not important at all. A fuller treatment of this issue is contained in Appendix D.

Volunteer

For some this term sounded too traditional or had a middle class connotation. On the other hand, several young people chose this term for the positive associations they had with it. Others recommended that the term be used but broaden its mission.

When asked about new words or phrases to use, the following came up:

Volunteer and Service Learning

Service Learning Lab

Community Involvement

Community Service Learning

The author feels that the words *Service*, *Community Service Learning*, or *Service Opportunities* may be useful umbrella terms.

What themes are of greatest interest to volunteers? This may be another question of interest for "marketeers." While no studies of Washington youth were found, the survey conducted by the Washington Center for Voluntary Action suggests that among high school students, the benefits most often identified with community service included:

- Making new friends or learning to work with different kinds of people.
- Tackling adult responsibilities and being recognized for what I can do.
- Feeling good about helping others.
- Gaining an experience which can help when applying for jobs, college, scholarships, internships, or memberships.

Based on this and other studies, areas which students most frequently express interest in include: housing, homeless, children, education and tutoring, elderly, environment, drug abuse, health, assisting in local emergencies, recreation (giving benefit performances), wildlife or animal abuse, and food banks. (21)

Don't Supplant Labor With Volunteer Service

When volunteers are used to augment or expand existing services, the issue of replacing labor may arise. Similarly, when volunteers provide new services, meet unmet needs, or assist during a time when programs experience staff reductions or cut backs, then ethical questions may arise. Local programs will need to wrestle in advance with policy statements which clarify these situations.

How can you tell when a volunteer position might be supplanting or replacing a paid position? Sometimes it is very difficult because opportunities and offers to help can come quickly and unexpectedly. However, a few guidelines will help in identifying when a volunteer position needs to be reexamined in light of labor displacement. The following guidelines can be used as general indicators that there may be a problem with volunteers infringing upon work that should be compensated for:

- Volunteers are added to a workplace while previously staffed positions remain unfilled.
- Volunteers working alone without direct supervision.
- Volunteers used to reduce caseloads or other work duties
- Job descriptions for unpaid positions match job descriptions of paid staff.

Creatively Link Service to the Workplace

Business and labor profit from hiring employees who possess a strong service ethic and experience. The benefits could be many and three deserve being highlighted. First, it is possible that the service experience in the community will transfer to service skills in the work place. This is extremely important in the current economy. As pointed out in *Service America Doing Business In The New Economy*, quality customer service is emerging as the competitive edge in the new economy. This orientation is typified by Washington companies such as Nordstrom and SeaFirst. According to the authors, the front line workers often get little training in service techniques. Community service may help fill this training gap.

Second, the future workforce is becoming more ethnically diverse. Workers increasingly need the ability to relate to culturally diverse clients and co-workers. Service projects often help prepare young people to appreciate cultural diversity. Third, service can strengthen the social bonds in a work place. Service projects which involve members in a work place can foster positive interaction among employees at all levels—thus building a team *esprit de corps*. This may help employers and unions build morale and loyalty based on a positive community image.

In addition to consulting on implementation of volunteer programs, unions can become involved in using youth volunteers. For example, youth service advisors might encourage partnership projects with unions to explore the history and contributions of labor. A language teacher could adapt the "Foxfire" approach to establish writing and publishing projects based on the oral histories of working men and women. Intern programs might consider encouraging student placements in a union or labor council—similar to placements in business and government agencies. Perhaps a Washington Service Corps youth could be placed with an understaffed local labor council. Involving volunteers in labor organizations and issues will help change the stereotype that volunteering is really for those who can afford to do it. Involving the working class will broaden the appeal of service and build important bridges.

Finally, joint sponsorship between business and labor should be considered. Business groups collaborating with larger unions or state labor councils could create service scholarships. Labor and business representatives could support summer youth service camps or joint ventures. There may also be an opportunity to combine their expertise with community and youth agencies to create a "Summer of Service."

Develop Networking and Peer Support Opportunities

A strength of many service programs or projects lies in their diversity. The multi-faceted approaches to youth and service reflects the uniqueness of local conditions and diversity of individual talents and cultural groups. However, because the programs are so often embedded in the particulars of a locale, the sense of isolation may occur with the subsequent feeling, "Do I have any peers? Is anyone else out there doing this?" People surveyed sometimes appeared to have fragmentary knowledge of what others were doing. They were often grateful to get the names of other people in their community or state who were doing similar things. Consequently, time and again people suggested that a state directory, a conference, or training program would help them develop opportunities for networking and sharing.

STATEWIDE LEADERSHIP ISSUES

Many people interviewed in Washington spoke of a need for a statewide initiative or leadership in the area of youth service. Bill Grace, who helps staff Seattle University's student leadership and service programs, describes the qualities needed for enhancing statewide leadership in the area of youth service. He eloquently defined leadership in terms of stewardship. By encouraging more partnerships and collaborative efforts statewide, the state could more productively steward the existing and emerging resources. He spoke of this leadership—not so much in terms of coordination—but rather in terms of conducting a symphony.

Like a symphony conductor helping to harmonize and strengthen the various instruments of service and community involvement. The operative descriptors for this kind of leadership begin with words like "partnerships" or "linkages" or "collaborations."

In addition to leadership, technical assistance is one of the most commonly requested functions of statewide agencies promoting youth service. The monograph "*Citizenship Through Service*" by the William T. Grant Foundation suggests that states should not only adopt youth service policies but also provide schools with financial and technical assistance to develop programs. They also suggest that decisions about structuring service programs should remain in the hands of local schools and communities. And, they pointedly note that because many students must work, service should be an integral part of the regular school curricula. (4)

New state funds could be used to channel technical assistance from community-based and youth service programs into new school and community programs. The Volunteer Youth Training and Leadership (VYTAL) program in Pittsburgh, Pennsylvania, is an excellent example of school and community collaboration. The program provides training, sets up student clubs, and has developed curricula for surrounding schools. This program was discussed more fully in Part III. In their survey of educators and agency staff, technical assistance and curriculum development were the two most commonly requested forms of support. (19)

In 1991, the Washington State Legislature considered bills by Representatives Wes Pruitt and Val Ogden calling for the creation of service initiatives under the banner of "Citizen Service." The goal was to mobilize more people in the voluntary service of their state. The bill by Pruitt redefined a few of the existing functions within the State Center for Voluntary Action, and the bill by Ogden provided funds to establish pilot programs around the state.

Several position papers include commentary about statewide leadership efforts and goals. Papers making specific suggestions include *State Action Agenda* and *Action Plan: Local Communities, Community Service, Learning By Doing* disseminated by the Council of Chief State School Officers; and *Helping Youth To Serve: Issues for State Policy Makers* published in the *The State Board Connection.* (31), (32), (33) These reports recommend creating new policies, additional support services, and new leadership initiatives. Many of the people surveyed for this report expressed similar recommendations. A summary of the suggestions made in the various reports is included next.

Develop Statewide Standards and Policies

- Adopt a state policy supporting schools and communities. Support activities like model programs, staff development, and technical assistance.
- Adopt standards for high quality youth service opportunities similar to those contained in the *Wingspread* document entitled, "Principles of Good Practice for Combining Service and Learning."
- Assist in evaluating community service programs. Establish guidelines or provide instruments.

Create Policies and Support Services for Schools

- Integrate Service Learning into teacher certification programs.
- Ensure equal access by encouraging schools to support diverse programs.
- Require or strongly urge districts to offer credit for community service.
- Provide in-service training and staff development.

Provide Technical Assistance

- Create a network of workshop leaders who can review local resources and problems (e.g., law enforcement, adult service clubs, senior citizen groups, and community centers).
- Develop a network of trainers (with specialty skill areas).
- Establish regional institutes to provide information, collect data, and promote service.
- Establish resource libraries (books, videos, model programs, curriculum, etc.).

Publicize and Develop Outreach Efforts

- Create recognition ceremonies involving legislators, celebrities, educators, local leaders, etc.
- Work with criminal justice systems to develop new views of community service as an opportunity for growth, rather than a tool for punishment and restitution.
- Publicize a new view of youth—an image of young people as resources.
- Work with media to cover events and show how youth service works.
- Disseminate print, video, or photographic material showing what can be done. Find creative dissemination solutions (networks and bulletin boards, contests, traveling shows, newsletters, electronic mail, fax).
- Speak at conferences and encourage conferences to include topics related to service.

Conduct Research

- Encourage or support sustained funding for longitudinal studies about the impacts, outcomes, and experiences of service.
- Support partnerships for research among schools/practitioners and academic researchers.
- Analyze and disseminate research findings as widely as possible.

SUMMARY OF BARRIERS AND SUGGESTIONS

The major challenge is to increase the number of community service opportunities and the consequent number of people participating. If this can be accomplished then we will strengthen Washington's community and educational programs—and the state at large.

What is the best way to proceed? To answer this, Washington practitioners, youth, and interested parties in schools, government agencies, volunteer and community agencies, and business and labor representatives were surveyed. In addition, information was gathered from literature pertaining to youth service. Because this summary is largely based on input from practitioners and experts, the information can also serve the needs of administrators and practitioners at the local level contemplating the development of youth service resources. The following chart attempts to summarize most of the major findings.

SUMMARY LISTING OF BARRIERS, CHALLENGES, AND SUGGESTIONS

Barriers and Challenges	*Suggestions*
1) Time needed for program development. • Time is needed to develop new opportunities in schools and local agencies. • Practitioners may feel fragmented or isolated at times.	**1) Purchase release time for staff (to...).** • Create and plan new curriculums (with teacher and/or community teams). • Attend conferences and training events. • Work in peer-coaching projects. • Inventory local resources and service opportunities; develop local partnerships.
2) Travel and scheduling complications limit programs. •Travel and transportation for youth. • Inflexible school schedules limit students' involvement options. Too many graduation requirements may also constrict options.	**2) Provide travel support and make community service part of school reform and re-structuring.** •Use mini-grants to support purchase of vans, bus tickets, or development of carpool networks. • Incorporate service into school curriculum. Some options to consider or include are: —Infuse service into existing classes. —Provide service-classes as electives or options to required classes. —Provide credits and options for independent study in community service experiences. —Grant credit for service hours completed outside of school day. —Develop more flexible school schedules. For example, integrate several classes in order to create larger blocks of time. *Chart continued on the next page*

Summary Listing of Barriers, Challenges, and Suggestions-continued

Barriers and Challenges	***Suggestions***
3) Program quality suffers when student placement and agency utilization occurs without sufficient support and planning.	**3) Develop service coordinator positions to manage and develop quality community placements and provide assistance to local agencies.**
• Time is needed for general coordination and development of service projects and community sites. Time is needed for community visits and follow-up and technical assistance.	• Develop ways of adding staff time for additional responsibilities: —Create service coordinator positions for school campus or district-wide programs. —Pay teachers (like coaches) coordinating extra-curricular service clubs. —Redesign a staff position within an existing program to provide release time for program development, leadership, and coordination (e.g., teachers in vocational education, social studies, etc.). —Explore joint funding with local community organizations
• Many community agencies would like support in developing new youth service opportunities: —Agencies used to working with adults need help in identifying tasks and projects appropriate and engaging for youth. They may also need assistance in acquiring skills for working with youthful volunteers. —School people often lack knowledge about existing community service opportunities and organizations.	• Provide technical assistance to agencies about how to work with youth: —Develop expertise of school service coordinator. —Identify a community-based, youth-service program which provide technical assistance to schools and nonprofit agencies. —Develop a school-community agency partnership for referring and placing students or out-of-school youth.
4) College entrance requirements do not fully support service experiences	**4) Revise policy about community and service learning experiences.**
• College entrance requirements often limit or dictate high school schedules and leave few elective options for classes like service learning. • Similar problems are faced by transfer students in two-year colleges	• Encourage colleges to accept service electives as valid social studies course work in high school. • Modify entrance or core program requirements for community colleges. • Incorporate service experience into college applications or admissions criteria.

Chart continued on the next page

Summary Listing of Barriers, Challenges, and Suggestions-continued

Barriers and Challenges	*Suggestions*
5) Youth service is not visible enough. New recruitment approaches needed. • Youth don't hear about service opportunities. They are not asked very often to serve. • Youth need opportunities to engage in special events which recognize and support their efforts. • Change the stereotype of service which associates it either with "honors" students or "disciplinary methods."	**5) Expand visibility of service programs and use creative approaches to change the image of youth service. Adopt a wide range of incentives and recognition.** • Develop statewide and local publicity and information campaigns. Involve youth and role models in these campaigns. • Develop special training events for youth and staff (retreats, forums, and awards). • Develop directories of local service opportunities. Develop statewide networks and publications for trainers, resources, and practitioners. • Recruit diverse student types. Consider: —Incentives or compensations which help economically disadvantaged youth to participate. —Promote conferences around specific issues of interest to different types of people. —Involve youth in outreach and recruitment. —Work with juvenile justice and school boards to alter the association of community service with punishment. —Encourage and highlight existing programs which involve students from diverse backgrounds. • Include service programs in the criteria used to evaluate schools (and districts) and programs preparing teachers or human service personnel.
6) Liability remains a question. • Who is liable for students and youths?	**6) Bring clarity to the question of liability.** • Local school boards develop policy (e.g., include under same coverage as sports or work experience programs). • Develop policy, laws, or definitions at the state level.

Chart continued on the next page

Summary Listing of Barriers, Challenges, and Suggestions-continued

Barriers and Challenges	*Suggestions*
7) Perceived lack of leadership, coordination, and support efforts.	**7) Provide new resources for leadership, technical assistance, and support at state and local levels.**
• A perceived leadership vacuum in the state regarding service.	• Provide active support and leadership at the highest levels of government. This could include involvement of role models as well as creation of new agency positions devoted to youth service.
• At the local level, coordination is needed to blend efforts. Otherwise turf and disorganization may become an issue.	• Staff a service-coordinator position at the school/community level. This liaison person would provide leadership, support, and coordination for school and community service programs.
• Backlash may occur if families, labor, employers, traditional service agencies (churches, Scouts, 4-H, clubs, etc.) and others are being left out of new initiatives.	• Involve families, labor representatives, employers, and traditional service agencies in policy and program development, typically in an advisory board capacity. Find specific ways they can help (e.g., PTAs, revise job applications, partner with existing service providers, union participation, adapt work place service programs to include youth).
• Administrators, peers, and local agencies may resist program change both inside and outside of schools. Turf issues then arise.	• Offer training to administrators and staff both in schools and community agencies.

STRATEGIC PLANNING SUGGESTIONS

Two partners from an intergenerational Service Learning program are lost in intense concentration...

Photo credit—Project Service Leadership, Mount Vernon, Washington

As planners strategize about how to effectively use resources to encourage community service, they will have to carefully weigh the need to recognize and support ongoing efforts while encouraging entirely new ventures with very limited funds. One approach might be to provide mini-grants to as many interested parties as possible. New service partners could use the monies for planning, training, and inventorying local options as they build new partnerships. Programs already in place could use mini-grants to provide technical assistance to their organizational peers or interested parties. In addition, "old timers" could be encouraged to codify their procedures by producing manuals, training tapes, or curricula. With these types of small scale operations, many people could "buy time needed for program development."

Some resources will also need to be allocated to statewide ventures like communication, collaboration, and coordination. Over and over practitioners spoke for a need for more media coverage and attention given to service in the community. Perhaps seed monies could be used to produce public service announcements, sponsor photo contests, or organize conferences. Likewise, more and more sharing definitely needs to take place in light of the fact that very few people and many of the existing programs simply haven't had the time to network and profit from the resulting sharing statewide.

The recommendations that follow are a compilation of ideas gleaned from many sources in Washington State, and from national experiences with this issue. The author is submitting these recommendations for your scrutiny, dissection, and hopefully your implementation. Recognition and credit for the basic ideas should be given to all those people and groups who have so generously offered their thought and time on this project. Most of them are gratefully recognized in the acknowledgement section of this report.

A two-step plan is presented next which could address most of the barriers, suggestions, and recommendations contained in the report. Whichever pathway or strategy is chosen, one must be careful not to raise expectations above the level of what can be reasonably accomplished. Likewise, we should not confuse the tasks that can be reasonably carried out by an individual versus a more broad-based effort.

Strategic Findings and Vision Statement

We can strengthen Washington's communities, families, and schools when we create an ethic of service which becomes the rule or expectation and not the exception. To achieve this goal, we must increase the number of youth involved in quality service programs. This involvement should begin at the earliest possible age in order to build a life-long ethic of citizen service. Due to its strategic location in the lives of most youth, new initiatives should be centered in the school system (kindergarten through college), yet the design and even implementation of such initiatives should not be confined solely to school systems. Rather, we need to employ a collaborative vehicle with room for public and private schools, youth programs, and community agencies, organizations which deal with out-of-school youth.

There is reasonable evidence to suggest that we can achieve the goal of greatly increasing the number of youth involved in community service if we invest in developing quality programs. This new opportunity must not be built in a vacuum, and in fact must be built upon the good practices already established in Washington schools and communities. While this strategic plan recommends investing in school-based programs and nonprofit agencies, resources should also be creatively used to tap the expertise and insight resident in traditional youth service programs (such as Scouts, 4-H, and youth groups). There is also a need to consult with business, labor, and professional groups involved in volunteerism.

Quality programing becomes a launching pad which propels young people onto a lifetime pathway of contribution. Quality programs must carefully attend to the tasks of matching young people with service opportunities and then providing follow-up support and transition services so that the young person not only enjoys the service but is propelled along a continuing path of service. Procedures for recruiting, assessing needs, evaluating experiences, and linking up to new opportunities must be designed locally. The return on our investment can be measured longitudinally by the number of young people who later become self-directed volunteers as adults. The self-directed volunteer develops a new sense of what it means to be a citizen in Washington—now defined in part as service to one's community.

To achieve this vision, we must make new investments in the staff and youth in Washington's schools, communities, and agencies. But this commitment is not just an investment in youth—it also becomes a down payment on our future community wellness.

Assets

1) Programs can be found at the local level which use innovative and well defined approaches for involving youth in community service. Though the programs are sometimes fragmented and often isolated from one another, their variety begets a grass roots vitality. The different approaches represent a wide array of people and services found in different schools, religious and community-based organizations, government, and education agencies.

2) Washington adults possess a service ethic which is at least equal to, and often greater than, the national commitment as represented by hours contributed and numbers of people involved in volunteering.

3) Washington is exemplary in funding state programs which promote service. At least three state agencies receive support to encourage service in our citizens: State Center for Voluntary Action, in the Department of Community Development; Washington Service and Conservation Corps, in the Employment Security Department; and Higher Education Coordinating Board.

Barriers

1) Most agencies and school practitioners contacted felt they could do more if they received more support to develop and manage new service opportunities. In terms of specific requests, the most often repeated need was for more staff (time) to develop new service opportunities, curricula, networks, and support groups (advisory group, information network, etc.). Without increased funding for new staff, it is unclear that many new opportunities will arise in the current climate of busy schools and understaffed agencies.

2) Because many of the programs and practitioners are often isolated from one another, there is a need for statewide leadership and coordination in the youth service arena.

3) Specific logistical challenges need be addressed if we are to involve more youth. Some of these include:

a) Schools need to make service opportunities part of the school day or course of study. This will help to change the image or mission of schools from service consumers to service providers.

b) Existing programs with youth service components should not be ignored as new programs are built. They should be invited to help in the design and building of new community service opportunities.

c) Policy or management groups should articulate guidelines for liability and program risk management.

d) Policy or management groups should develop broad guidelines for successful school and community service placements and partnerships.

e) Business and labor should be invited when planning programs.

f) Local programs will need support for transportation needs.

g) Colleges consider modifying entrance requirements and admissions criteria to reinforce the value of previous service experiences.

h) Statewide agencies and local groups need to collaborate on raising the visibility of youth involved in community service.

i) Educational, community, and government agencies should explore ways to coordinate statewide support for youth service.

j) Those involved in service need to develop methods to evaluate, measure, or research program effectiveness and accomplishments.

Recommended Specific Strategies

One point of view suggests that service opportunities and ethics can be fostered at minimal costs. Two strategies are typically discussed in the minimalist strategy camp. The first suggests mandating service in an effort to get more people involved (e.g., making it a graduation requirement). A second approach tries to get more involvement through a large scale public awareness campaign or by mandating service of all youth.

This report does not find that these three strategies alone can accomplish the greater goal of involving more youth in quality service experiences. Campaigns and mandates do not address the very real barriers faced by those who must translate visions and mandates into a form compatible with daily realities. Alternately, this report suggests that we should not call more youth to serve unless we are willing to invest in the people and programs responsible for creating quality service experiences.

While there are many different ways to define investment, this report generally groups such investments into three phases which:

1) Promote expanding statewide efforts and develop local models.

2) Fund positions locally to promote service based on model programs.

3) Increase public awareness.

This three-step sequence follows a sequence of a four-year plan. It begins with "spade work" which prepares the soil for a larger planting of community service. The strategy depicts spade work and planting in terms of investment and is discussed in more detail next.

Investments #1—Spade Work, 1992-94

Objectives

1) Expand statewide leadership and coordination.

2) Develop local models for future expansion.

In the "spade work" phase, the ground is tilled with new leadership and coordination efforts across the state. In addition, exemplary programs are initiated through a series of mini-grants. The spade work prepares the way for a broader program; it prepares the soil for future planting.

Program Examples

Three staff members could be added to educational and community agencies such as the Department of Community Development, Higher Education Coordinating Board, and Office of the Superintendent of Public Instruction. The purpose is to initiate new opportunities for youth service. Descriptions of the staffing and operations are listed next. A chart illustrating the inter-connectiveness of the new staff functions is found following these Program Examples. A more detailed chart illustrating individual staff functions is included in Appendix B.

1) Staffing and Operations:

a) Each staff would have his or her own advisory council representing logical, appropriate constituents.

b) The three new staff members would serve jointly in a service work group for the purpose of coordinating statewide efforts and sharing information and expertise.

2)Use statewide staff and resources to help in the following areas:

a) Establish a youth service network with names of practitioners, agencies, and resources. Publish material to support the network.

b) Provide chances for network members to meet and share techniques.

c) Collect and create new curriculums and guidelines for youth service programs at the local level. Utilize existing experts in the state.

d) Develop exchanges and information sharing networks with other states, even countries, involved in youth service.

e) Develop methods for conducting research and evaluating program effectiveness or outcomes. One approach to consider adds the criteria of "fostering service" to ongoing evaluation of publicly funded programs. For example, the accreditation of schools and colleges could include their provision of service opportunities.

f) Develop methods for labor, business, and government agencies to become active partners in fostering youth service. Business will profit from future workers with a service orientation, governments will be able to attract more youth to public service careers, and labor can illustrate how skills are learned and used in community service.

3) Mini-Grants Program:

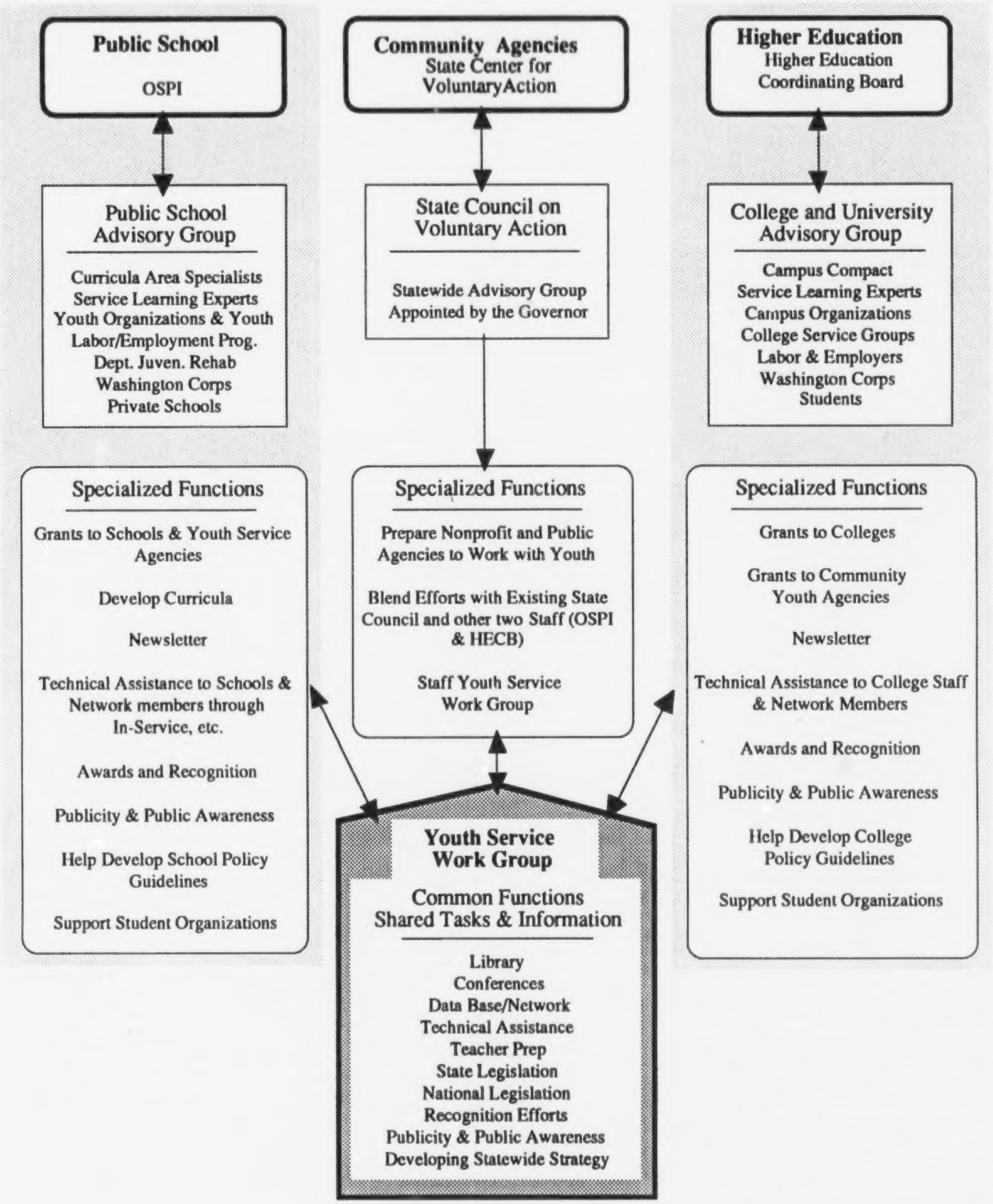
Grants could be made to local communities for the purpose of planning new service opportunities at the local level. Local school districts would take the lead, and would need to collaborate with local youth and service agencies or programs. Advisory groups would help establish strategic goals and devise grant guidelines for reaching those goals. Grants could be made for one year following the initial start up year. Monies could be used for the following types of activities:

a) Teacher or community agency people engage in shared staff development as a way of building both expertise and partnerships.

b) Purchase technical planning assistance from experts.

c) Purchase contract time for teachers and staff time of local agencies for the purpose of inventorying local resources and doing joint planning.

Youth Service Strategic Proposal—Statewide Staffing Chart



Public School
OSPI

Community Agencies
State Center for
VoluntaryAction

Higher Education
Higher Education
Coordinating Board

Public School
Advisory Group

Curricula Area Specialists
Service Learning Experts
Youth Organizations & Youth
Labor/Employment Prog.
Dept. Juven. Rehab
Washington Corps
Private Schools

State Council on
Voluntary Action

Statewide Advisory Group
Appointed by the Governor

College and University
Advisory Group

Campus Compact
Service Learning Experts
Campus Organizations
College Service Groups
Labor & Employers
Washington Corps
Students

Specialized Functions

Grants to Schools & Youth Service Agencies

Develop Curricula

Newsletter

Technical Assistance to Schools & Network members through In-Service, etc.

Awards and Recognition

Publicity & Public Awareness

Help Develop School Policy Guidelines

Support Student Organizations

Specialized Functions

Prepare Nonprofit and Public Agencies to Work with Youth

Blend Efforts with Existing State Council and other two Staff (OSPI & HECB)

Staff Youth Service Work Group

Specialized Functions

Grants to Colleges

Grants to Community Youth Agencies

Newsletter

Technical Assistance to College Staff & Network Members

Awards and Recognition

Publicity & Public Awareness

Help Develop College Policy Guidelines

Support Student Organizations

Youth Service Work Group

Common Functions
Shared Tasks & Information

Library
Conferences
Data Base/Network
Technical Assistance
Teacher Prep
State Legislation
National Legislation
Recognition Efforts
Publicity & Public Awareness
Developing Statewide Strategy

Investment #2—Planting A Seedbed Statewide, 1994-96 and Beyond

Objectives

1) Fund Service-Coordinators in each eligible school district and college.

2) Strengthen existing community programs promoting youth service.

3) Strengthen ties between new and older programs.

Program Examples

This form of investment puts the money and resources "where the rubber hits the road." Those schools and communities which use Investment #1 funds to do careful planning would then be eligible to access additional funds to support ongoing efforts which will turn the plans into realities. Examples of possibilities to consider are listed next.

1) Make Service a Part of Public Education:

This strategic plan suggests making service a part of every school district mission and educational plan. This report further suggests avoiding mandating service for students as a graduation requirement. Instead, it recommends that schools be required to provide service opportunities. This mandate must be based on increased support for activities being required. [32] Examples of support are listed next.

a) Fund local school districts and colleges for one additional FTE to employ a "Service Coordinator." This person serves as the community liaison, student manager, and project coordinator. The position would require a small investment by the school which could be in-kind support. The service coordinator could build programs one at a time. As more resources and interest are generated, the program expands. Funding for this position would require the schools to provide credit for service hours contributed. Contributions would include hours spent in school service projects or work in community agencies. Colleges would need to include service information on applications and in their selection process in order to foster the ethic of service and the transition from public school to college.

---

[32] This is based on the Minnesota example where the State Board of Education initiated a ruling mandating that all school districts provide service-learning options for students. This ruling was later challenged and is currently being debated. However, the Governor's Blue Ribbon Committee on Mentoring and Youth Community Service has endorsed the original ruling in their recently completed report (March 1991).

b) Consider legislation which grants local communities the power to raise funds for community service projects they deem important. This can be based on the Minnesota model found in the The Youth Development Act of 1987. This law grants local communities the power to raise monies in a levy form to support various youth development activities.[33]

c) Provide mini-grants to meet transportation needs for those programs which will increase the number of youth involved in service.

2) Community and Youth Agency Support:

Use a system of mini-grants to youth organizations for the purpose of innovative projects or the expansion of existing programs which could involve more youth.

3) Build Collaborative Models for Old and New Service Partners:

True collaboration follows from joint planning. In order to develop collaboration efforts, youth and community organizations with experience in community service would receive mini-grants for providing technical assistance to schools and other community agencies. Thus, programs and agencies with youth service expertise can earn monies by providing support and training to new agencies seeking to involve more youth volunteers. In this way, old and new service partners win.

Investment #3—Campaign To Increase Awareness, 1992-96 and Beyond

This investment occurs simultaneously with Investments #1 and #2. The mini-grants discussed above should fund public awareness efforts when needed. However, most of the activities suggested calling upon Washington's leaders to contribute their time and prestige in highlighting the importance of community service in general and youth service in particular.

Objective

Focus public attention on the needs and benefits of service.

Program Examples

Invite recognized leaders and role models (politicians, entertainers, and sports heroes) to help make public service announcements and public appearances calling upon citizens, especially the young, to serve their talents. Samples of activities are illustrated next.

a) Encourage recognized leaders to spend one day a month in their community as service models.

---

[33] In the Minnesota law, monies can be used for anything that promotes the development or involvement of the local youth in programs related to recreation, drug and alcohol prevention, arts and culture, and community service. Since 1987, additional amendments have strengthened options for raising funds for youth service. The National Youth Leadership Conference in Minnesota estimates that about 50% of the districts have used this option and that all of the local programs include youth service components.

b) Work with the media to develop programs about local community needs and how the needs can be met, in part, with volunteers.

c) Create a videotape library made by youth, about youth, for youth, who want to serve. Nothing speaks as clearly as peer language and examples. These videos could then be shared statewide through school and agency networks.

Final Caveats...

Many people emphatically point out the need to create flexible and creative legislation, policies, and funding in hopes of avoiding the more typically bureaucratic or prescriptive forms of legislation and grant funding policies. When new funds require labor-intensive accountability-reporting paper work, regulations, and procedures, many small agencies, programs, and schools may find it difficult to go after these new resources. Therefore, any process for distributing new resources should emphasize creativity for the modest sums, rather than accountability, in order to get the greatest number of people initially involved. As resources grow, and as grants produce results, accountability procedures can also grow.

Likewise, legislation or policies which are overly prescriptive may meet an apathetic response. Legislation or procedures which dictate the how and who of the participants may create an undue restraint for new program efforts. It may be more useful to move from prescriptive to descriptive language. A descriptive approach clearly communicates intentions while providing for flexibility in an ever changing field driven by changing local conditions and national trends. A descriptive approach may recommend the how and who but not require it for new programs.

The same type of caution can be offered to state education agencies or school systems. While schools offer a sense of permanency and legitimacy to community service programs, they must be careful to avoid creating paper work barriers in their quest for documenting hours, credits, staff time, and project expenditures. The process of "defending" or "legitimizing" service should not get in the way of start-up and initial implementation.

IMAGINE...A Concluding Vision Statement

Participants in Thurston County Intergenerational Coordinating Council's (ICC) Celebrate Age Project share bubble blowing techniques and thoughts about the future

Photo credit—Beth Cady, ICC member and freelance photographer, Olympia, Washington

❝You look beyond the differences to see that you have much in common with others. You overcome your fears when confronted by different people. And as a result, you more deeply appreciate what you have.❞—Seattle University Student

Service programs can become instruments for renewal. School-based service programs, with their emphasis on direct, hands-on experience can renew a student's interest in learning and a teacher's passion for instruction. Community service programs which mobilize young and old alike can help neighborhoods reclaim their streets, parks, waterways, buildings, bridges, and institutions. Service humanizes both the provider and recipient. Community service can fill the gaps in needed services as volunteers assist in government and local agency programs.

When people contribute, they can also fill the gaps inside—developing a sense of belonging or connectiveness with their neighbors and community. Service experiences break down stereotypes and prepare us for a more culturally diverse future society. Working in an institution, jail, hospital, nursing home, food bank, special education program, or shelter breaks down the fears we have of people.

Service enjoys bipartisan support. It can become a common ground where people meet to work together regardless of political outlook. Community service can become the mortar that holds together the intricate mosaic of our communities. Perhaps, when people discover our "common ground" they'll replace narrow, special interests with a vision of "the common good."

"There is no exercise better for the human heart than reaching down and lifting someone else up....It's the volunteer who delivers meals to the home of the elderly. And these are a thousand points of light—everyone who pitches in and builds up. This is America's greatness...it is the ambition of my Presidency to make these thousand points of light shine brighter than ever before."—President George Bush

"I am certain that after the dust of centuries has passed over our cities, we, too, will be remembered not for victories or defeats in battle or in politics but for our contributions to the human spirit."—President John Kennedy.

While service and the tendency to form volunteer "associations" for a common cause appears to flourish independently, and in fact, is part of our American heritage, it does not involve as many people as it could. Service opportunities are not as commonly available in our schools or communities as they could be. For example, the *The Generator* newsletter reports:

> "...youth work in Europe is much more developed and accepted than in the United States. It is integrated into society, and structures are in place to provide young people a voice in matters that affect them. At a time when many great issues are facing them: establishment of the European Economic Community, the reunification of Germany, and changes in Eastern Europe, many Europeans feel it necessary to enable young people to build communications and understanding, break down barriers, and create ties across borders." (36)

Conrad and Hedin, in their review of research about youth service, point out that while Service Learning has been discussed and conceptualized over the last 20 or more years, it has not entered the mainstream or become an integral part of most student's lives. (6) It is time to consider asking schools to make community service a part of their mission, part of their core or basic program. Schools and their students will probably respond enthusiastically to the call for community contributions (as they have in the past).

Community service allows us to fulfill our social obligations as we pursue our individual goals. It suggests that the meaningful exercise of freedom is also the exercise of responsibility. It recognizes that the health of democratic institutions depends on the health of involved citizens. In this regard, service provides a dual wellness role.

One Michigan study in 1988 found a connection between volunteering and personal longevity. After following 2,700 people in Tecumseh, Michigan, over 10 years, they concluded that volunteering had a positive impact on one's health. They found that regular volunteer work, more than any other activity, was clearly associated with increased life expectancy, especially for men. Perhaps this contains a lesson for society at large: by encouraging and supporting a service ethic, we insure our society's longevity! (27) [34]

IMAGINE...A creative visualization about future service, 1999 A.D.

Imagining *what can be*, is a useful method for thinking beyond *what is*, in order to imagine what *might be*...

Imagine it is the early 1990s when Washington combined federal and state financial resources in a statewide initiative promoting community service. Imagine it is 1999 and the following report has been written: *Washington Youth Serves 1999*. Reports like this are being written all over the country. Some other titles include *The Future—Youth Serving Communities* , *Community Development Through Community Service*, and *Exporting the American Service Model Abroad*. To find space for them on our shelves, we must remove the older, dust-laden reports written in the 1980s like *A Nation At Risk*. Imagine what *Washington Youth Serves 1999* could describe...

Imagine school-based community service options in 1999...

Students all over Washington can now earn school credits, letters for sweaters, scholarships, and awards for service they perform. While the programs for credit include high schools through colleges, elementary and middle schools are also involved. In addition, over half of the school districts and colleges now employ a Service Coordinator. The 1999 reports summarizes some of the past programs receiving awards and special projects begun in the last nine years.

- In a rural community in Eastern Washington the local chamber of commerce promotes tourism with the help of a local junior high school. Science and social studies classes are involved in making planters for downtown merchants. Students also study the impacts of the planters on encouraging more retail traffic downtown.
- Videotapes about adult school volunteers in the school were made at several elementary schools following a state service grant to elementary school teachers. The tapes help orient new adults volunteering in the school and recognize ongoing volunteer efforts. A bulletin board is found in most school entrances featuring special student volunteer efforts.

---

[34] The 1988 study was conducted by the University of Michigan Survey Research Center. According to the source, the study was later supported by research at Yale, University of California, John Hopkins, Ohio State, and National Institute of Mental Health. Men who did no volunteer work were 2.5 times more likely to die in the course of the 10-year study than whose who volunteered at least once a week. Researchers felt this was attributed to the positive social relationships developed during volunteering.

- In a timber town, students in English classes are writing a book chronicling the local labor history with the support of the local woodworkers union. This is part of an ongoing Pacific Northwest history project which collects museum artifacts contributed by local union and mill owners.
- An inner city school expands upon their past gang graffiti-wipe-out campaigns by trying to identify those gang members who want to make community contributions. An initial contribution later became a collection of poetry and song lyrics written by students and gang members. Several gang members are now reentering school or the Washington Service and Conservation Corps.

"Our culture is at a critical cusp—a time that requires that we define what it means to be a citizen in a democracy. Within our nation we need to foster a greater sense of collective responsibility. The processes of separation and individuation which were necessary to free us from tyrannical structures of the past must be balanced by a renewal of commitment and community"—Robert Bellah, Habits of the Heart

---

- Special education students in a suburban school now have alternative ways of earning English and social studies credits by linking journal and report writing to community service. This program compliments the existing work experience program. As a result of the early success, the English and social studies departments are considering starting a similar intern program for all students.
- A southern Washington community is facing the problem of negative after-school experiences. As a result, they have set up a latch-key program staffed by high school and college students earning credits and work-study dollars.
- Community college students in commercial art and social service disciplines team up to get experience while developing useful products for community agencies. They have developed public service bulletins and newsletters for local agencies. Education majors in a Seattle university create brochures and tip sheets focused on concerns identified by the local PTA. Business majors in a voc-tech school work with community businesses to create awareness videos about safe shopping, the costs of retail thefts, and environmentally safe disposal practices for household cleaners.
- Work-study students, while working in agencies, now have freedom to design projects in concert with local community needs. Business and hospitality majors help manage local shelters, science majors assist in writing an environmental impact statement for a daycare center's proposed expansion. Students who file a report also earn credits.
- The Teacher Corps, which offers a combination of pay and credits, was started by Washington's Campus Compact, Higher Education Coordinating Board (HECB), the teachers union, Washington Education Association (WEA), and Washington Association of School Administrators (WASA). The program places students and people on leave from their job in school enrichment programs. Schools may apply for teacher corps trainees if they have special innovative programs for high at-risk populations, or are located in economically distressed communities. As a result, many students and some employees enter teaching.

Imagine new community-based youth service programs in 1996...

- United Way is sponsoring, "Day in the Life of Youth Service." This is a travelling photo-display illustrating the different ways young people are involved in their community. They hope to expand the project into a video display which will result in a library of tapes cataloguing and highlighting 'Washington's Youth Resources."
- A special program funded by the Department of Health matches at-risk youth with seniors. They serve in latch-key and nursing homes. Seniors can earn a "future credit" or voucher against their own future chore service needs while youth earn school credits. This intergenerational program is staffed by young and old volunteers.
- The Washington College of the Corps Alliance (formerly the Washington Conservation, Service, and Job Corps) establishes a new program for the "forgotten half." It now provides an opportunity to serve, learn, and grow for those youth not attending college. Youth outreach coordinator-counselors visit local schools and community agencies to talk about the different corps programs available. Young people, looking for a college alternative after high school, can now choose from an array of corp activities which last up to two years. Eventually, the number of "schools" or corps are increased to include a Conservation and Environmental Protection Corps, Literacy Corps, Human Service Corps, Urban and Housing Rehabilitation Corps, Education Corps, and Youth Recreation Corps. A complete description of this concept is found in Appendix E.
- The Washington Governor's School now has initiatives in every major county across the state. Their program has been published in a curriculum and is disseminated nationally. Members of the staff are teaching businesses about involving employees in youth community service efforts.
- Employees in Service is a new program funded by Washington Business Coalition for Youth Service and Leadership and State Labor Council. It provides work place incentives for young people who contribute weekends to various community agencies and service projects. Special public announcements highlighting these efforts are aired on television, in company and union newsletters, etc. A special summer service camp is also jointly funded by Business and Labor.
- New literacy and school initiatives link the training of peer tutors with local literacy and adult basic education programs. For some, this fosters an interest in life-long tutoring and for others an interest in educational and social service careers.

Imagine a State Office of Service Opportunities

The SOS agency heads up various statewide initiatives to promote, coordinate, and amplify existing service programs in the state. The office is authorized and funded by the state and disperses funds it receives from the federal government and various foundations. A special arm conducts research and provides technical assistance to local schools and communities. The research arm reports an increase of 60 percent in numbers of hours contributed by youth and seniors alike. Some of their programs and accomplishments include the following.

- Like the Schools for the 21st Century program, the SOS Opportunities Office began a program called Citizen Service for the 21st Century. This program funds innovative projects attempting to mobilize young people in service to their community. One new program places recently released juvenile ex-offenders in stipended programs with mentors from RSVP volunteers. Another program has retooled the court-ordered community service programs to match the same quality found in school programs. As a result, young ex-offenders completing service can now earn school credit or a bonus payment program. Many go on to continue their service work after the court-ordered hours have been completed. The percentage of young people having to return to jail has gone down dramatically for those involved in the program.[35]
- An interagency volunteer advisory work group helps recruit and train new volunteer and youth service coordinators. An accredited class is now offered in most colleges preparing teachers and social workers. A certificated program is now available at Seattle University for Service Coordinators. A statewide teacher certification program for service education is in the planning stage.
- A statewide newsletter is produced which highlights youth efforts and contributions. Subscription lists include many out-of-state people.
- A Youth Service Advisory Board consults on state grant applications and helps prepare guidelines and goals for new grants. This board also designs a retreat and youth conference each year.
- Mini-grants organized by the Teacher Service Advisory Board fund a variety of efforts which link school and community agencies. Cultural diversity was the theme throughout the last five years of grantmaking. Other projects bring local school and community agency staff together for joint planning and program development. These joint efforts usually take place in the summers. A special "Service Coach Project" buys release time for experienced teachers who serve as mentors in schools wishing to set up new service programs.
- The Governor participates with agency heads and local legislators in monthly service projects around the state. This hands-on approach encourages more people to serve and is now attracting celebrities and media heroes. Following these examples, more and more government agencies and businesses choose a "service-retreat-day" to build team spirit while providing a useful introduction to community service.
- What began as a central clearinghouse for instructional and support materials has blossomed into a curriculum development project. Teachers and community experts come together each summer to create short instructional packets for all ages, all stages of learners. Initial topics include environmental and intergenerational subjects. Future topics will include cultural diversity, mentoring, disabilities, child care, cross-age and peer tutoring, and literacy. These short, practical guides help many teachers and community programs start up quickly. Because they are distributed on computer disks, people adapt the program content to local needs and vocabulary. Using desktop publishing and contributions from Washington designers, several publications have won awards and it appears that the sale of materials may make future publishing self-supporting. Administrators observed that teachers who have been published gain new self-esteem and energy.

---

[35] Appendix D contains more notes about court-ordered service.

- Special initiatives have begun to link rural communities through high-tech teaching methods. A satellite link affords rural service leaders and practitioners an opportunity to learn together and share programs.
- A summer cultural exchange builds international understanding between Washington and sister cities in Russia, Asia, and Latin America. Young people form service teams in each country and host each other. Adult service-vacation exchanges are planned for next.
- New state legislation is planned to further enhance service. One bill limits liability of volunteers and youth in service. Another bill allows local districts to add a limited levy to support service programs by hiring more support staff or materials (like vans). One person is proposing a bill which makes community service part of the definition of basic education.

"Imagination is the beginning of creation. You imagine what you desire, you will what you imagine, and at last you create what you will."—George Benard Shaw

---

On the eve of a new century many feelings co-exist. Nostalgia for what *once was* rests like a cloud on time's horizon. An energetic vision of *what could be* burns through this cloud as the year 2000 A.D. dawns upon us. John Lennon's song *Imagine* captures in music and words the essential dream of *what could be*. He asks us to imagine a world living in harmony, peace, and friendship. On the 50th Anniversary of his birthday, the United Nations played the song *Imagine* around the world. In the quiet moments following the song, Lennon's widow, Yoko Ono, commented, "A dream we dream alone is only a dream, but the dream we dream together is reality." Let us now dream together, and in so doing, use community service to create a new reality based on a compassionate community.

REFERENCES

1) Bernard, Bonnie."Youth Service: From Youth As Problems To Youth As Resources."(January 1990). Prevention Forum..

2) Broder, David S. Washington Post. (Nov. 29, 1989). Excerpt by Broder Reprinted in Streams. Sept 1989. Published by Youth Service America.

3) "Business getting involved with destiny and education of the young the year round." (Aug. 19,1990). Seattle Times, [newspaper]. [Major headline reads: "Schoolmates"]

4) "Citizenship Through Service." (Nov. 1988). The Forgotten Half: Pathways to Success for America's Youth and Young families. Youth and America's Future. William T. Grant Foundation Commission On Work, Family, and Citizenship. Washington, DC.

5) Conrad , Dan; Hedin, Diane. (1987). Youth Service. A Guidebook for Developing and Operating Effective Programs. Washington, DC. Independent Sector.

6) Conrad , Dan; Hedin, Diane. (Dec. 1989). High School Community Service: A Review of Research and Programs. National Center for Effective Secondary Schools. University of Wisconsin. Madison, WI.

7) Democracy's Next Generation. People for the American Way. (1989). Washington, DC. [A study about youth and teachers conducted by Peter D. Hart Research Associates]

8) "Forty-year-old researches teen trends." (Aug. 20,1990). Daily Olympian, [newspaper].

9) Freedman, Marc. "Partners in Growth: Elder mentors and At-Risk Youth." (Winter 1990). School Safety.

10) "Helping Youth To Serve: Issues For State Policy Makers." (September 1989, Vol 9, No 9). The State Board Connection.

11) How to Help Your Employees Give More... (1989). Washington Gives. Seattle, WA.

12) Intergenerational articles. These are short articles provided by an expert in in this field of service. (source: Hilari Hauptman, DSHS, WA). Articles have no detailed reference information.Title included are: "American Volunteer 1981" Gallup Survey.Oregonian. no author. No date.; Louis Harris & Associates, "Aging in the Eighties" 1981.;"Connecting young and old."; "Involving Elderly Volunteers in Schools Why and How."

13) Kendall , Jane C. and Associates. (1990). A Resource Guide for States. National Society for Internships and Experiential Education NSIEE."Combining Service and Learning."

14) McPherson , Kate. (1989). Enriching Learning Through Service. Project Service Leadership.Seattle, WA.

15) Parsons, Cynthia. SerVermont and the USA. (1988). Chester,VT. The Vermont Schoolhouse Press.

16) Reaching Out School-Based Community Service Programs. (1988). National Crime Prevention Council.Washington, DC.

17) ServiceLine. (April 1990). Vol #1, No#1, Seattle, WA.

18) Turning Points Preparing American Youth for the 21st Century. (Jan. 1990). Carnegie Council on Adolescent Development. NYC, NY.

19) Volunteer Youth Training and Leadership Manual-VYTAL. (Summer 1989 edition). P.O. Box 735, United Way of Allegheny County, Pittsburgh, PA 15230.

20) Youth Activities Among At-Risk and Non-Risk Seattle Youth . (no date). (A report conducted for Teen Seattle and Children's Trust Foundation. Received from YMCA-Seattle in 1990, study appears to be conducted in early 1980s.).

21) Washington Gives. (1990) Gilmore Research Group. Seattle: WA.(A report summarizing a survey about volunteering.).

22) Washington Coalition for Community Service. (1990). (A position paper distributed by a coalition. Available from State Center for Voluntary Action, Olympia, WA.).

23) Washington Service Corps Biennial Report to Investors. (no author, no date). Additional information based on an interview with the agency director in 1990).

24) Action Plan for Community Mobilization. (1989).Together! Thurston Communities For Drug Free Youth (title for the report by the organization with the same name). Lacey, WA.

25) McKnight, John. (Jan./Feb. 1989)."Why 'Servanthood' Is Bad." The Other Side.

26) Ryles, Nancy. (Aug. 5,1990). "Volunteers: They make the school system work." The Oregonian (newspaper).

27) "Volunteers Earn More Than Money." (Oct. 4,1990). Daily Olympian.

28) Boyer , Ernest. The Undergraduate Experience in America. (1987). Carnegie Foundation for the Advancement of Teaching). Harper & Row.

29) Plaut, Julie. Report on Stanford University Undergraduates Attitude Towards and Participation in Public Service. (Feb. 1, 1990). Stanford Project on National Service. Palo Alto, CA.

30) Connections: Service Learning in the Middle Grades. (1989) CASE Helper Program. NYC, NY.

31) State Action Agenda" and "Action Plan: Local Communities. (unpublished working papers from a national youth service committee received from Stephen Boyd on 7/30/90, Director of the Washington Leadership Institute, Seattle, WA)

32) Community Service, Learning By Doing.(1989). Council of Chief State School Officers (a brochure). Washington, DC.

33) "Helping Youth to Serve: Issues for State Policy Makers." (Sept. 1989). The State Board Connection. Vol 9, No 9.

34) Planting The Seeds of Service. Youth Investing in South Carolina. (May 1990). Katherine Duffy & Associates. Charleston, SC.

35) Rolzinski, Catherine A. (1990). The Adventure of Adolescence: Middle School Students and Community Service. Youth Service America. Washington, DC.

36) The Generator. Vol. 10, No 2. (Fall 1990). "Changes in the European Youth Movement"

37) Mallen, Terry. "Students Learn While They Serve." PipeLines. (March 1990).

38) Daily Olympian. (Aug. 20,1990). "Forty-Year-Old Researches Teen Trends."

39) Albrecht, Karl and Zemke, Ron. (1985). Service America Doing Business in the New Economy. Dow-Jones Irwin. Homewood, IL.

40) Based on report phone interviews with staff at Independent Sector concerning the report *Volunteering and Giving Among American Teenagers 14-17 Years of Age.*, and reading articles such as "Most U.S. Teen-Agers Volunteer; Nearly Have Give to Charity." The Chronicle of Philanthropy. (Dec. 11, 1990).

41) Eliot, Wigginton. Moments. The Foxfire Experience. (1975). IDEAs. Nederland, CO.

APPENDIX A
SUPPLEMENT TO PART I

HISTORIC SAMPLES
NATIONAL AND STATE LEGISLATIVE INITIATIVES

SAMPLES FROM VOLUNTEERISM IN AMERICAN HISTORY

A brief summary of volunteering and serving in America will reveal the depth of this experience:

Colonial Period Through 1700s

Town meetings began in New England and set an example for citizen involvement. The Quakers developed a plan for responding to the needs of the poor. The revolution was fought by volunteer army. One example of "youth service" includes children making bandages. During the 1700s, youth were often recipients of volunteer-driven social reforms (free school societies, local public health boards, labor unions, and aid societies).

1800s

In the 19th Century, voluntary associations flourished and became more organized, especially in urban areas. Examples of these include the Temperance Crusade of 1830s, Volunteer Health Boards working on epidemics, and fraternal organizations supporting orphanages and poor houses. Civic groups with a service emphasis evolved American Red Cross, settlement houses, B'nai B'rith, boys clubs, Ys, Travelers Aid Society, and PTAs. Abolitionists relied on young people to help gather support.

1900s

In the early 20th Century, the social reform movement resulted in the creation of the Children's Bureaus, Urban League, Goodwill Industries, 4-H in rural areas, Scouts, etc. In the early part of the century William James described service as "moral equivalent of war." In 1918, William Kilpatrick advocated experiential learning outside of school. During the 1930s, the Progressive Movement advocated using education as tool of social transformation. At mid-Century (1940s to 60s), private foundations and peace crusades surfaced. During the 1950s Eisenhower advocated through The Citizenship Education Project. In the 1960s, Kennedy's "New Frontier" campaign ushered in programs like VISTA and Peace Corps, and Grass roots involvement with social activities, civil rights, labor reform for migrant workers, consumer rights, urban renewal, and the peace movement.

In the 1970s, several national reports encouraged service as a way of broadening the range of people young adults interact with and as way to reconnect with community. In the 1980s, President Reagan advocated volunteerism and President Bush promoted a Thousand Points of Light. Several states created initiatives for funding, planning, and encouraging service while Congress debated national service and service corps options. School reformers (Foxfire Eliot Wigginton, *A Place Called School* by John Goodlad, Student Service: The New Carnegie Unit, W.T. Grant Foundation reports) encouraged the use of Service Learning and community service in school programs. In November 1990, President Bush signed the National and Community Service Act of 1990. (19)

OVERVIEW OF THE NATIONAL AND COMMUNITY SERVICE ACT OF 1990

As this *Preliminary Report* was being prepared, The National and Community Service Act of 1990 was signed in November. As such, the details of implementation and rules and funding are not yet published. However, the following overview attempts to summarize the major intentions of the legislation.

This bill focuses special attention on young Americans who might participate through schools, community agencies, and service corps. Supporters of the bill argued that an ethic of service should be taught as early as possible in our schools and communities. As a result, the legislation is designed to expand service opportunities for all citizens by fostering partnerships and building upon existing federal, state, and local programs.

Architects of the bill hope that some programs will help by providing financial assistance tied to service and linked to students with debts or disadvantaged youth out of school. Proponents argue that stipend and service-based-financial benefits would help broaden the base of citizens in service to America by providing support for all citizens regardless of age, background, or income. The law also stipulates that volunteers should be involved only in work which might not otherwise be performed by employed workers.

The bill is seen by some as a tool for exploring new ways of encouraging service and volunteer work, the results of which would then be examined in three years when the appropriations run out. The act appropriates increasing sums over the next three years totalling of $62 (FY91), $104.5(FY92), and $120 (FY93) million dollars. The largest part of the appropriations are in the form of modified state block grants.

The bill provides funds for strengthening service through new projects and programs involving schools, seniors citizens, and service corps, as well as developing new model programs in areas of full time and part time. A national commission will oversee the administration of the act. Modified block grants will be used to stimulate new ventures in schools and communities. In addition to these broad initiatives, the act funds the Points of Light Foundation with the capacity to fund technical assistance and national recognition.

SAMPLE OF STATE SERVICE AND LEGISLATIVE INITIATIVES

Across the country state and local agencies and governments have provided funding for various programs designed to stimulate service programs. A sample of some of the more prominent ones are described next:

- Maryland legislators created a bylaw requiring that students receive elective credit. A state center is funded to promote youth service.
- Minnesota has many policies supporting service. One law stipulates that service opportunities must be provided and that students will receive credit. Financial incentives and assistance is provided and college service coordinators are funded.
- PennSERVE was launched from the Governor's office and is set up to encourage and support service with seed grants, technical assistance, and advocacy.
- Connecticut has funded pilot testing of community service programs at both the local school and college levels. The Department of Higher Education funds a position for a Community Service Fellow who advocates and supports Service Learning.
- New York State School Board mandates a practicum in service by twelfth grade. In addition to the legislative initiatives, many national organizations and reports advocate for developing more service opportunities. (6)

EXAMPLES OF WASHINGTON LEGISLATION PROMOTING OR SUPPORTING VOLUNTEERS AND SERVICE IN 1990

The State Center for Voluntary Action compiled the follow list of legislation about volunteers proposed in a single session in 1990:

- Senate Bill 6166, Retired Senior Volunteer Program. Supports RSVP programs.
- Senate Bill 6320, Volunteer Immunity. Reduces liability of volunteers.
- House Bill 2370, Office for Citizen Service. Provides for a new office to enhance and encourage citizen service through partnerships, grants, and technical assistance.[1]

---

[1] This bill, by Representative Wes Pruitt, came the closest to funding new youth service initiatives in 1990. While it did not pass, Representative Pruitt's appropriation bill was approved and this became the basis for funding the writing of this report.

- House Bill 2371, Serve Washington Pilot Program. Like HB2370 with focus on OSPI.
- House Bill 2496, Mentor Program. Supports mentoring programs between adults and at-risk youth.
- House Bill 2514, Adopt-A-Highway. Encourages volunteer involvement in maintaining highways.
- House Bill 2745, Amends the Legislation of the State Center for Voluntary Action expands recognition work and training efforts.
- House Bill 2760, Long Term Care Ombudsman. Supports the use of volunteers who serve as advocates for residents in long-term care facilities.

To date, very few states have taken the time to inventory and summarize the service field in their respective states, especially in regards to its youth.

APPENDIX B
SUPPLEMENT TO PART IV

SAMPLES FOR STRATEGIC PLAN PROPOSAL

SAMPLE FUNCTIONS CHART, NEW YOUTH SERVICE STAFF

This chart summarize the expanded functions which could be considered in expanding the state capacity for youth service as illustrated under Options #2 through #4. The degree to which these can be completed would directly correlate with the number of expanded staff and related budget.

Linkages and Partnership	Technical Assistance	Specific School Efforts
1) Participate in or facilitate collaborative efforts and policies which can enhance youth service. For example: —Joint efforts between schools and community-based agencies (e.g., United Way funded youth service programs) —Interagency efforts (e.g., between state agencies, like Washington Service Corps and local schools or agencies serving youth, etc.) —State agencies working with youth service opportunities (e.g., Dept. of Juvenile Rehabilitation, Dept. of Natural Resources, Dept. of Community Development, Dept. of Social and Health Services, Employment Security Dept., etc.) 2) Promoting access to common efforts like: —Conferences and recognition —Libraries and resources 3) Supporting business initiatives in youth service: —Support special projects —Promote service opportunities at work 4) Help increase utilization of senior citizens.	5) Advocate and support for/at: —Legislative initiatives —Independent statewide efforts (e.g., Washington Gives, Governor's School) —Public events (conferences, displays, etc.) 6) Assist in research by: —Disseminate information assisting in research efforts —Collect information about best practices —Encourage development of assessment measures or tools for youth service 7) Build networks and support resources such as: —Libraries —Directories of programs —Databases of state experts 8) Fund support for agencies gearing up for an increased involvement with youth. Some examples include: —Staff development (about working with youth) —Efforts to forge cooperative agreements with youth organizations —Brokering training events 9) Assist in staff development: — In-service and pre-service for staff involved in youth service —Provide funds to purchase time for peer coaching	10) Develop policies which enhance, better define, and promote Service Learning opportunities: —Work specifically with state education agencies like HECB, OSPI, and professional organizations 11) Promote Service Learning in the K-12 school systems: —Work with specific schools or entire districts —Assist in statewide initiatives —Assist schools and community bridgework 12) Support efforts in higher education by: —Work with campus staff —Work on cross-campus efforts (e.g., Campus Compact, COOL, etc.) 13) Incentive funding (mini-grants) to promote Service Learning initiatives: —Curriculum development —Collaboration with local agencies 14) Support funding for student projects.

SAMPLE WORK PLAN FOR YOUTH SERVICE WORK GROUP

Mission

To enhance, support, and help develop a coordinated-approach to volunteer and service opportunities statewide.

General Agency Functions

Liaison Work

Work with different agencies, organizations, groups, and individuals with interests in or impacted by use of volunteers and service programs. This could include government agencies, private nonprofit agencies, labor, and business. Develop mutually supportive policies and interagency agreements and develop collaborative ventures. Provide input on legislation. Help identify new issues like liability, school-community efforts, able-aged resources, etc.

Develop Supportive Partnerships and Networks

Publish data bases, directories, newsletters, inventories, and surveys.

Promote and Advocate of Service Ethic

Develop and help carry out recognition, promotion, and media efforts. Speak at conferences, classes, and public events.

Secure and Administer Additional Funding and Resources

Sample Policy Areas to Explore:

- Coordination of government agencies or programs working with young volunteers.
- Educational agency collaboration within K-12 and college.
- Workplace issues involving labor and business.
- Support independent community initiatives and private, nonprofit agencies.
- Support new programs: (e.g., provide space for Campus Compact, COOL, etc.)
- Liability and safety policies and legislation.

Sample Programs and Staffing Needs:

- Director
- Volunteer Specialist (community-based, volunteer-using organizations)
- Youth Service Education Specialist (K-12 and colleges).
- Senior Citizen Service Specialist (RSVP, Senior Environmental Corps, Intergenerational Programs)
- Service Corps
- Office Support Staff

Advisory Council Group

This group serves as a representative board of directors to assist in: developing programs and policies, identifying and acquiring resources, and providing linkages to on-going efforts.

Financial Base

It is important to begin with a state funded resource base for grants. This seed money will help initiate new projects and new forms of support. It may also help in acquiring other funds requiring matching or in-kind contributions. Without this state commitment of resources for local activities, the entire venture may be hard to justify in the eyes of practitioners.

APPENDIX C

YOUTH AND COMMUNITY SERVICE BIBLIOGRAPHY

This bibliography emphasizes materials which can be used by administrators, policy makers, and direct-service staff interested in youth service programing. The bibliography begins with general materials pertaining to research and policy and ends with workbooks and media which can be used in classrooms and training events.When possible or relevant addresses, dates, and length of the pieces are included.

NATIONAL VOLUNTEER SERVICE ORGANIZATIONS

In addition to the funded projects, many national organizations advocate for developing more service opportunities. Several organizations exist solely to promote service. They serve as clearinghouses, publish newsletters, organize conferences, fund demonstration projects, conduct research, and produce curriculums to support service work.

- ACTION, 806 Connecticut Ave. NW, Washington, DC 20525. This is run by the federal government and organizes one the largest volunteer agencies, VISTA. They have lots of information about service projects you can do in your community.
- Association for Volunteer Administrators, P.O. Box 4584, Boulder, CO 80306. This is a professional association for volunteer program administrators, which provides training and a certification program for volunteer administrators.
- Campus Compact, Brown University, P.O. Box 1975, Providence RI 90291. This is an organization of campus presidents and administrators who are collectively trying to increase the opportunities for doing community service while attending college.
- Campus Outreach Opportunity League, 180 18th St. NW,Washington, DC 20006. They publish a community service resource book for students in high school and college.
- CASE: Early Adolescent Helper Program, Graduate Center, 25 West 43rd St., NYC, NY 10036. This program develops materials for educators and service providers interested in community service for junior high and middle school-aged children. They develop curriculum guides, videotapes, seminars, and a newsletter.
- Constitutional Rights Foundation, 601 South Kingsley Dr., Los Angeles, CA 90005. This program tries to link the study of the law to the community. They have one of the largest after-school programs for community service in the nation and are currently writing a curriculum guide for the program.
- Independent Sector, 1828 L St. NW, Washington, DC 20036. This organization represents many nonprofit organizations and publishes many guides and literature for youth service programs.
- Local youth organizations like Campfire, Boy Scouts, Girl Scouts, and 4-H have developed expertise and materials related to community service. Boy Scouts has an in-school scouting program which may be of interest. Girl Scouts has excellent materials which are easily adapted to school settings, which cover topical problems like disabilities, environment, etc. Each program has age-appropriate materials and lots of ideas for projects.
- National Council of State School Chiefs, 379 Hall of the States, 400 N. Capitol St. NW, Washington, DC 20001. This organization represents state education agency leaders. They advocate the Service Learning approach.
- National Crime Prevention Bureau, 731 15th St. NW, Suite 540, Washington, DC 20005. This organization helps to fight crime by encouraging community involvement. They have training materials, posters, and guides related to community service.
- National Society for Internship and Experiential Education (NSIEE), 3509 Haworth Dr., Suite 207, Raleigh, NC 27609. This society works with programs and courses

emphasizing experiential education primarily centered on post-secondary education. they have great expertise in using internships as a vehicle for service.

- National Youth Leadership Council, 1910 W Country Road B, Roseville, MN 55113. This group advocates using Service Learning as a vehicle for the development of leadership and an ethic of service.
- Youth Service America, 1319 F St. NW, Washington, DC 20004. This umbrella group distributes a variety of helpful items from newsletters, guidebooks, and policy ideas. They have connections with service and conservation corps, and school-based and community-based service programs.
- Volunteer—The National Center, 1111 North 19th St. Arlington, VA 22209. This is a private, nonprofit group with many pamphlets about volunteer activities.

RESEARCH

(For more information, contact groups listed under National Volunteer Service Organizations.)

Citizenship Through Service. This chapter is part of a larger work entitled *The Forgotten Half: Pathways to Success for America's Youth and Young Families*. This monograph from the longer reports contains excellent findings and many insights into quality service programs. William T. Grant Foundation, Commission on Work, Family, and Citizenship, Youth & America's Future, 1001 Connecticut NW, Suite 301, Washington, DC 20036-5541. (Nov. 1988).

High School Community Service: A Review of Research and Programs, Dan Conrad and Diane Hedin. This paper summarizes ways schools have implemented service education, research about the impact of service learning, and national and state rules or policies covering this form of education. National Center on Effective Secondary Schools, University of Wisconsin, 1025 Johnson St. Madison, WI 53706. (37 pages, December 1989).

Imagine is a report summarizing youth service programs, strategies, barriers, and benefits. While written about the state of Washington, the report contains findings and suggestions which could apply to other states as well. State Center for Voluntary Action, 9th and Columbia Bldg., Olympia, WA 98504-4151. (125 pages, June 1991).

GENERAL GUIDES

(For more information, contact groups listed under National Volunteer Service Organizations.)

Bellarmine Community Service student manual. While this is not a commercial product, it contains an incredible amount of classroom-ready materials and teaching ideas for a community service class, developed over many years. Contact Joan Fleet about possible availability of the material, Bellarmine School, 2300 SW Washington, Tacoma, WA 98405.

Combining Service and Learning, A Resource for Community and Public Service. This two-volume compendium contains many valuable reprints. It spans historical essays, theoretical pieces, models, and techniques. It is expensive if you are not a member of the National Society for Internship and Experiential Education (NSIEE), 3509 Haworth Dr., Suite 207, Raleigh, NC 27609. (1990).

Developing Youth Service Collaborations Between Schools and Colleges/Universities, James C. Kielsmeier and Mark Langseth. This brief guide illustrates how to forge linkages between college and school age students in developing service projects.National Youth Leadership Council, 1910 W. Country Rd B. Roseville, MN 55113. (34 pages, 1989).

Enriching Learning through Service and *Infusing Service into School Programs*, Kate McPherson, 1989. These short and useful manuals illustrate ways to infuse Service

Learning into existing classes art, social studies, science, math, English, P.E., etc.). The works contain many valuable tips for program development and contains good rationales for infusing service into the curricula. Copies available from the author at Project Service Leadership, 2810 Comanche Dr., Mt Vernon, WA 98273.

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum. A large compendium of materials provides background, theory, and methods related to Service Learning. National Youth Leadership Council, Center for Youth Development and Research, 386 McNeal Hall, University of Minnesota, Roseville, MN 55108. (200+ pages, 1990).

Involving Youth in the Community, Stephen McCurley. This concisely written manual serves as a guide for joint planning between school and community volunteer agencies that want to develop a common plan for involving youth. It covers all of the essential questions which must be asked about school and agency roles, including such things as liability, criteria for sites, grading and credits, etc. Many useful forms are included in the back. To find out about availability contact National Association of Partners in Education, 209 Madison St. , Suite 401, Alexandria, VA 22015. (50 pages, 1991).

Lend A Hand: the How, Where, and Why of Volunteering, Sara Gilbert. This is not a workbook but it is an excellent and very readable book explaining why and how people volunteer. A large number of vounteer agencies are listed. This is a great resource for the teachers. Morrow Junior Books, New York, NY 10001. (200 pages approximately, 1988).

SerVermont and the USA, Cynthia Parsons. This book contains a great number of examples for service learning projects, and addresses major program design questions. The Vermont Schoohouse Press, P.O. Box 516, Chester, VT 05143. (57 pages, 1988).

Youth Leadership. This pamphlet has been written as a guide for community agencies interested in maximizing their use of youth volunteers. This short, well illustrated guide covers recruitment, orientation, retention, supervision, and other tips for working with youth. The material was developed jointly between Washington Leadership Institute and Leadership Tomorrow. Tomorrow, 600 University, Suite 1200, Seattle, WA 98101. (1991).

Youth Service—A Guidebook for Developing and Operating Effective Programs, Dan Conrad and Diane Hedin. This booklet provides practical information on establishing or improving youth service programs. The authors describe how to set up and develop projects, covering topics from transportation concerns and liability, to helping young people evaluate and reflect upon their experience. Independent Sector, 1828 L Street NW, Washington, DC 20036. (71 pages, 1986).

TEACHING AND CURRICULUM GUIDES

(Some of these materials have specific areas of focus like elementary school, college, or intergenerational programs, while others are about service in general or else span several grade levels.)

Aging Across the Curriculum. A veritable toolbox of ideas for infusing intergenerational awareness across the student spectrum referenced to different curricular areas (science, math, language, social studies, and humanities). Age-appropriate awareness activities are grouped into pre-school, elementary, secondary, and post-secondary chapters. Jane Angelis and Kay Riesch, ed. AATC, Learning Resource Service, Southern Illinois University, Carbondale, IL 62901. (70 pages, March 1989).

Celebrate Age. This is a multi-packet product sponsored by the Intergenerational Coordinating Council in Thurston County, Washington. The first piece is a magazine-like publication which includes winners in an intergenerational writing contest. The pieces include poetry, drawings, short stories, and reflection pieces from kindergarten to citizens over 60. The Study Guide and how-to manual have lots of ideas for locally implementing the project. The ideas in the guides and manuals are easily adapted for classroom usage. Four Seasons Publishing, P.O. Box 2321, Olympia, WA 98507. (1990).

Community Service Activities Curriculum. This contains many interesting activities, forms, and information designed to help young people assess community needs, develop a community service directory, build trust and teamwork, understand differences, and plan a project. Constitutional Rights Foundation, 601 South Kingsley Dr., Los Angeles, CA 90005. (Work is still in progress, but draft copies are available upon request, 1989.)

Contemporary Issues. These booklets cover a variety of current issues like environmental challenges, cultural pluralism, youth suicide, abuse and neglect, drug abuse, literacy, and family crisis. While written for Girl Scout leaders, the material gives excellent information summaries on each problem area along with suggestions for learning more through service. Specific activities are suggested for different ages, ranging from the youngest person (Daisy Scout) through older Girl Scouts. Senior Girl Scouts of the USA, 830 Third Ave., New York, NY 10022 (or see local scout leaders).

Growing Together: An Intergenerational Sourcebook, Karen A. Struntz. This is an outstanding collection of program descriptions, practical research, available curriculums. AARP, 1909 K Street NW, Washington, DC 20049. (1985).

Hunger Curriculum. If you want to help in the war against hunger, check out this curriculum. Center for Public Service, Brown University, P.O. Box 1974, Providence, RI 02912.

In-School Scouting.. This curriculum guide is designed for at-risk, elementary age children. The program attempts to provide participatory activities related to several life-skills areas, one of which is community awareness and community service. Columbia Pacific Council, Boy Scouts of America, 2145 SW Front Ave., Portland, OR 97201.

Intergenerational Activities Program Handbook, Winifred G. McDuffie and Judith R. Whiteman, eds. This comprehensive work provides background, guidelines for program development, and specific suggestions for activities. Of special interest may be the difficult to cover topics like death and dying, health and safety, and developing linkages with long-term care facilities. Intergenerational Activities Program , Broome County Child Development Council, Box 880, Binghamton, NE 13902. (125 pages, 1989).

The Kids Guide to Social Action, Barbara A. Lewis. This innovative work energizes young people about the need to help solve social problems. The writer convincingly describes how "kids can make a difference" and then provides many useful instructional tips for letter writing, surveying opinion, petitioning, changing laws, using the media, telephoning, giving speeches, and changing policy. Though the work is written for an elementary school audience, the skills section could easily apply to high school programs. It also contains a thorough listing of resources and organizations related to various social problems. Free Spirit Publishing, 400 First Ave. North, Suite 616, Minneapolis, MN 55401. (185 pages, 1991).

Moments, Eliot Wigginton. This material presents the rationale and techniques used by the Foxfire project. This project focuses on engaging students in discovering their cultural roots through the use of oral history exploration. Foxfire regularly publishes student writings which have appeared in magazines and commercially published books. This work and others by Wigginton will inspire you. Ideas, Magnoilia Star Route, Nederland, CO 80466. (143 pages).

Partners and Pals. This short manuscript is an excellent introduction to an intergenerational program developed in the Spokane School District, at Mullan Road School. The materials describe the overall program and goals, and presents a succinct introduction for starting a program. Contains many suggestions for start-up activities. Contact Denise Hastings, South 5406 Ivory, Spokane, WA 99223.

Skills in Citizen Action, Fred M. Newmann, et. al. This work details a plan for relating citizenship and service instruction to the study of our political and legal systems, communication, and literature. While designed for a program concept called Citizen Action, many of the suggested techniques and resources could easily apply to programs trying to link to service with instruction in social studies, English, and intern programs. National Textbook Company, 8259 Niles Center Rd., Skokie, IL 60076. (150 pages, 1979).

Teaching Kits—The Giraffe Project. This creative project promotes taking risks or "sticking your neck out" to help others. Different teaching kits and guides have been designed for elementary, high school, and college-age youth. All materials contain great stories about people sacrificing to improve their community. Giraffe Project, 120 2nd St. P.O. Box 759, Langley, WA 98260. (Work is still in the field test stage, but copies are available upon request.)

The Teens' Crime and Community Curriculum. This organization distributes an array of guides and curricular materials relating community service to health, social science, and civics curricula. National Crime Prevention Council, 733 15th St. NW, Suite 540, Washington, DC 20005.

Volunteer Energy Series, Children As Volunteers, Susan J. Ellis, Ed. This excellent guidebook answers the question, "How can I involve young people in grades K to 8?" The book provides real-life examples of what children can do and how to make their volunteering a success. The book adapts proven volunteer management principles to the task of working with children as volunteers. Energize Associates, 5450 Wissahickon Ave., Philadelphia, PA 19144. (65 pages, 1987).

Young America Cares, United Way. This is the United Way's program for nurturing youth service opportunities. One program designed for the younger children is called *Caring and Sharing*. It includes a teaching kit with activities for Grades K-4 and 4-6. A larger work entitled, *Young America Cares,* contains many useful tips for both teachers and youth organizations who want to involve young volunteers in Grades 6-12. This larger kit contains practical ideas for recruiting and interviewing teens, methods for developing agency surveys, and tips for working with schools. Volunteer and Outreach Services, 701 North Fairfax, Alexandria, VA 22314.

Youth Gatekeeper. This is an aging awareness teaching unit supported by a teacher guide and videotape. The purpose is to help young people develop an awareness for signs that an older person might be in need of help. Then it shows how a young person can make a useful referral. The material was developed jointly between the Bellingham Boy Scouts and Sound Power & Light. Sound Power and Light Co., P.O. Box 97034, OBC-09N, Bellevue, WA 98009-9734. (1990).

STUDENT WORKBOOKS AND INSTRUCTIONAL MATERIALS

(See also National Volunteer Service Organizations, Teaching and Curriculum Guides, and Audio and Visual materials.)

The Civic Achievement Award Program. This workbook series teaches about civics, history geography, cultural events, etc., and links these subjects to conducing research and planning a civic project. Different books have been developed for different grade levels. Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202. (165 pages, 1990).

Community Development: An FFA Rural Initiative, James Clouse. This student manual is disseminated by the vocational agriculture student organization known as FFA (Future Farmers of America). The concisely written workbook takes the student through the various steps in identifying local needs, finding resources, developing a plan for a community service project, and documenting or evaluating the effort. This workbook and teacher manual could be very useful for rural schools. Locate this item through your state and local vocational agriculture agencies or write US Department of Education, Washington, DC 20202. (March 1987).

Making A Difference: A Community Action Handbook for Young People, Louise Wasson, PhD. This booklet guides students in the development of a community service project. It helps students identify local needs that match their own interests, secure help from adults and mentors, find support resource, and master various communication and leadership techniques. Washington Leadership Institute, Seattle University, 310 Campion Tower, 914 East Jefferson, Seattle, WA 98122. (37 pages)

National Issues Forum. This multi-set of student workbooks presents background on issues pertaining to current topics like crime, immigration, aids, health care, superpowers, etc. A teacher guide contains detailed lessons with advice for applying knowledge to classroom service learning and community projects. The target audience is high school social studies. Kendall/Hunt Publishing Co., 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52004.

Street Law (tentative title), Margaret E. Armancas-Fisher. This brand new manuscript shows how to teach practical street law using Service Learning projects and principles. Content area includes torts, family law, consumer law, housing law, criminal and juvenile justice law. Contact the author about availability through University of Puget Sound, Dean of Students, Tacoma, WA 98416.

Volunteer Youth Training and Leadership Manual (VYTAL). This field tested, comprehensive program contains ready-to-use classroom materials for both junior and senior high schools. It covers volunteering through leadership and has been used extensively in Pittsburgh schools. The materials could be used as the core curriculum in a service class. United Way of Allegheny County, P.O. Box 735, Pittsburgh, PA 15230. (summer 1989 edition).

Working in Community Service— Volunteer Service, Martin Kimeldorf. This introductory workbook helps students explore the benefits of community service through work in community agencies, student designed projects, or as "good-neighbors." Specific techniques for contacting an agency, requesting a letter of reference, journal writing, and evaluating the experience are included. This mini-book is part of a three-book series which helps young people explore their talents in volunteer work, paid employment, or small business pursuits. Educational Design Inc., 47 West 13th St., New York, NY 10011. (35 pages, 1990).

AUDIO-VISUAL MATERIALS

These are just some samples available. Many organizations can refer you to other audio visual materials.

All the Difference: Youth Service in Minnesota. This documentary film produced in 1989 depicts how high school students are working to meet the needs of other people by working in social agencies, schools, and through special projects. Available from Minnesota Dept of Education, Youth Development Initiative, Capitol Square Bldg., 550 Cedar Street, St. Paul, MN 55101.

Everyone Can Be Great Because Everyone Can Serve. This is a great overview of the youth service movement. It is well done and covers a range of activities from school, to college, to corps. Youth Service America, 1319 F St. NW., Washington, DC 20004.

APPENDIX D

Notes About Court-Ordered Community Service

In the course of interviewing Washingtonians about terminology associated with "service," many people pointed to the association of the words "community service" with the criminal justice system. "Community service" has also been used by schools as a term associated with punishment and discipline. As a result, some have suggested that the term "community service" be abandoned. On the other hand, people involved in juvenile corrections and corrections education feel that their programs are often not well understood, and that many of their programs have a value that goes far beyond punishment.

To help resolve this problem of terms and association, a new approach was formulated and then examined by over 30 corrections educators and several staff associated with juvenile rehabilitation. In essence, the new approach suggests that we not abandon the term "community service" but provide greater clarity about its usefulness by distinguishing between opportunity and punishment when "hours are given." This means that when a community service placement is ordered for rehabilitation reasons, the original words would be maintained. However, when the "hours" are given for lack of cooperation or repeat offense, the term "community restitution" would be used. The other part of the new approach suggests importing into the juvenile rehabilitation and diversion programs those practices which have proven to be particularly effective in schools, colleges, and community organizations. In this way, we can avoid the known problems while realizing the full potential.

CONCERNS ABOUT COURT-ORDERED AND DIVERSION COMMUNITY SERVICE EFFORTS

There is a distinction to be made between court-ordered and diversion programs. In the first instance, the youth is ordered by the court or parole officer to perform service. The diversion programs generally attempt to divert youth from going to court and into the corrections institutions. Consequently, it is assumed youth diverted from courts and institutions are less dysfunctional and more capable of success in the community. Similarly, the local "Community Accountability Boards" pair mentors with diverted youth while those who come from institutions typically are assigned to an already overburdened parole system. As such, different strategies and policies for community service need to be considered.

The four most often stated reasons for the failure of community service to play a significant role in the rehabilitation of youth include the following:

1) There is often limited support or supervision of youth performing the community service. This was most often mentioned in the case of court-ordered service. This becomes more apparent when we compare some of the practices of community programs to corrections programs. For example, in a community service class, a young person would first be introduced to different community problems, volunteer role-models, and stories about "making a difference." Then the student often researches a particular area of interest. Finally, the student designs a project to meet a specific need or identifies a program in which to volunteer. During the course of the work, the student would continue to receive support and guidance. In contrast, a youth involved in court-ordered or diversion programs may be simply ordered to find his or her own service opportunity, asked to choose a volunteer slot from a list of local agencies, or assigned to a particular agency. Perhaps, those youth in the justice and rehabilitation system need to be given the same introductory and support experiences found in youth service programs in schools and community organizations.

2) The work being assigned is often not very meaningful. Many people felt that agencies and programs assign these at-risk youth to tasks that have the least importance in order to minimize any negative fall out from an unsuccessful experience. As a result,

some youth end up consigned to endless hours of "raking leaves" or other maintenance chores.

3) There is little recognition for the service these youth provide.

4) Youth often view community service as a punishment rather than an opportunity. This may result, in part, from the previous three conditions just described.

THE POTENTIAL OF WELL DESIGNED COMMUNITY SERVICE FOR AT-RISK YOUTH

At the same time, many remarkable achievements have been documented in well designed and well staffed programs. For instance, a Foster Grandparent program in Vermont pairs older volunteers mentors with "troubled youth." In one example, in the Chittenden Community Correctional Center, a single volunteer worked with over 100 youth age 16 and older. Only 5 percent of those youth he worked with re-offended as compared to the typical 60 percent rate. This type of outcome suggests that the volunteer experience could have appeal to these youth.

In Washington, the Department of Juvenile Rehabilitation pioneered a Victim's Awareness Program which illustrated that incarcerated youth can also respond on an altruistic level. According to Gene Carlson, a supervisor at the Nasselle Youth Camp, the program attempts to "put the kids in touch with the impact of their offense. We show them that crimes impact people in many ways (financially, at the family level, in school, etc.)." Speakers from Insurance companies, Mothers Against Drunk Driving (MADD), and counselling services come in to discuss the impacts of crime on victims. The aim is to develop empathy for victims, get the youth to think before they act, and to foster a sense of responsibility. In the Mission Creek Youth Camp residents in a Victims Awareness Class volunteered to contribute $120 from work allowances to the MADD program. MADD responded with recognition of the youth involved. This example rounds out the cycle of youths benefitting from volunteers (Foster Grandparents) to youth becoming volunteers.

GENERAL SUGGESTIONS FOR COURT-ORDERED AND DIVERSION PROGRAMS

The following suggestions have received positive endorsement from those contacted in the course of this study. The suggestions should be seen as general ideas to spark further discussion around the questions, "How can we release the potential of all our youth through the community service?" and "How can we ensure that the word 'community service' is something we can all be proud of in the state of Washington?"

1) Try to establish a policy which distinguishes between "community service" used for growth and "community restitution" which is used for punishment. When a student is "given hours" of litter patrol or for not cooperating, the "sentence" could be called "community restitution." This clarification clearly lets the young offender know that he or she must to pay back the community for the cost and impact associated with an offense. Otherwise, the opportunity to serve would could be called "community service." This term would be reserved for youth who truly need or want a second chance.

2) Upgrade the educational content of the service experience. By adding new components for deepening the experience of service, the rehabilitative quality of service can emerge as the most prominent feature of court-ordered service. Some examples of how this could be done are illustrated next.

Carefully guide community service placements so that they increase the awareness of victims' social responsibility. If a person vandalizes an older person's car then the placement might be made in an intergenerational program working with older adults. If there are not a lot of placement options and a program faces limited placements which involve routine maintenance work, then they can explore the option of upgrading the service work once the youth has demonstrated success. For example, when half of the hours have been successfully met, invite the youth to identify a need around which he or she design a personal project. Perhaps a young person sees a need for a ramp to increase access, or wants to help design a simpler registration form for youth in a recreation center, or sees a need to create a weekend basketball program for his peers. By inviting the young person to design a project, we are helping to change the nature of the community service assignment and, in essence, the volunteer's self-image.

• Adopt the reflective or self-evaluation practices used in youth service programs. For example, many programs ask young volunteers to keep a journal and share their reflective comments with a supervisor or mentor. These activities could be counted towards total hours assigned. For example, each acceptable journal entry may count towards 15 minutes of the total service assignment. A youth could also be given the option of completing the service assignment with the creation of a culminating product. This might include writing a list of do's and don'ts for other volunteers, development of a video orientation tape for an agency, creation of an orientation chart for new youth volunteers, development of a public service announcement, or written (or oral) evaluation of how the experience affected the youth.

• Encourage the youth to see beyond the assigned hours to the potential of volunteer hours. This could be reinforced through recognition efforts by schools and civic groups. For instance, perhaps a local civic group could raise scholarship funds and present awards to those who voluntarily continue their service. A school might grant credit for 90 hours of service. This would help youth who often lack credits for graduation.

In this way, community service ordered by courts, diversion programs, or schools could reemerge as a positive term.

APPENDIX E

COLLEGE OF THE CORPS—A CONCEPT PAPER

by Martin Kimeldorf

This concept paper proposes the establishment of a "college" of service and employment corps serving the forgotten half of our youth—young people who have left the high school system and who typically do not enter post-secondary training.[2] This concept paper visualizes how such a "college" might operate. The College of the Corps uses community service to strengthen our youth's awareness of themselves and their belief in their own capacities and talents.

A College of the Corps program would be located on a "campus" where staff from different corps collaborate in the recruitment, training, support, and transition services of the corps "students." Corps-type programs usually involve young people in service, work, and learning programs. The programs often include payment of a stipend or bonus reimbursement. These incentives help attract young people who might not otherwise have the opportunity to serve and to learn—because they would be so enmeshed in survival jobs. The College of the Corps goal is to offer a post-secondary learning and service experience through a coordinated "collegial" approach to serving in various corps.

This paper does not represent an official view of any single agency. This concept paper is designed to conjure up a vision for a new possibility. This concept has not been created without reference to a possible funding base. In many states, conservation, human service, and literacy corps already exist and provide a foundation for collaboration. In addition, the concept of a "collegial" program promoting service and learning might apply to the innovative grants section of the National and Community Service Act of 1990

In the end, the College of the Corps helps expand the definition of work to include: study, community service, vocational training, and paid employment. In this fashion, we prepare our youth for the new "work" which will be presented to them in the 21st Century.

THE COLLEGE OF THE CORPS—HOW THE MODEL COULD WORK

In 1988, the W.T. Grant Commission on Work, Family and Citizenship published an eloquent report *The Forgotten Half: Non-College Youth In America*. This report raised the public's awareness of what is happening to the forgotten half of the youth population who want to contribute as citizens, students, and employees—but who typically do go on to college.The proposal in this paper addresses some of the suggestions made in the William T. Grant Foundation's report.

A College of the Corps could help recruit and enroll youth not just in one corps; but, rather encourage them to gain additional experiences from working in a variety of corps. As such, a young person would be able to enter a human service corp (e.g., Urban Corps or Washington Service Corps) to explore what it is like to work in a state or local program which provides needed services (e.g., energy assistance, tourism, museums, emergency service, shelters). Then, the young person might try out a conservation or ecology project through a conservation corps. A state facing a shortage of teachers (and day care providers) may also want to establish a statewide literacy or teacher corps. If young people need more recreational opportunities then a Leisure and Recreation Corps might be established. Those youth who would benefit from living away from home and focussing on work have the Job Corps. Finally, we can bridge between young and old by pairing youth corps members with various corps using retired and senior citizens (e.g., RSVP, members of Washington's Senior Environmental Corps, corps with retired business people, etc.).

---

[2] A postscript summary (at the end of this concept paper) provides some background to the report by the W.T. Commission on Work, Family and Citizenship entitled, *The Forgotten Half: Non-College Youth In America*. This summary lists some of the report's findings which are related to the College of the Corps concept.

What we currently have are a lot opportunities, just like any college. However, we lack a college's ability to coordinate or orchestrate these various opportunities. Imagine a single application, recruitment, and orientation program. After "induction," new recruits get an overall orientation at a ***Service Boot Camp***. Various youth service organizations could provide leadership and assistance in the design of the curriculum (e.g., YMCA, Youth Service America, Washington's successful Governor's School). After camp, students begin a journey exploring themselves, their communities, and the opportunities offered in the various corps.

Support and follow-up services could be housed under one roof, perhaps on a single "campus." While serving in the Corps, lead-people or trained volunteers could enhance the learning components to help deepen the experience of serving. For example, group leaders could facilitate reflective or group discussion exercises.

Just as students in Service Learning are asked to produce a culminating or reflective product, graduates of the corps might be asked to produce a final project which would entitle them to post-service benefits. A project could include the production of a brochure, speech, manual for recruits, videotape or paper summarizing the experience. Leaders or mentors could become involved in helping individual graduates design their personal, culminating projects.

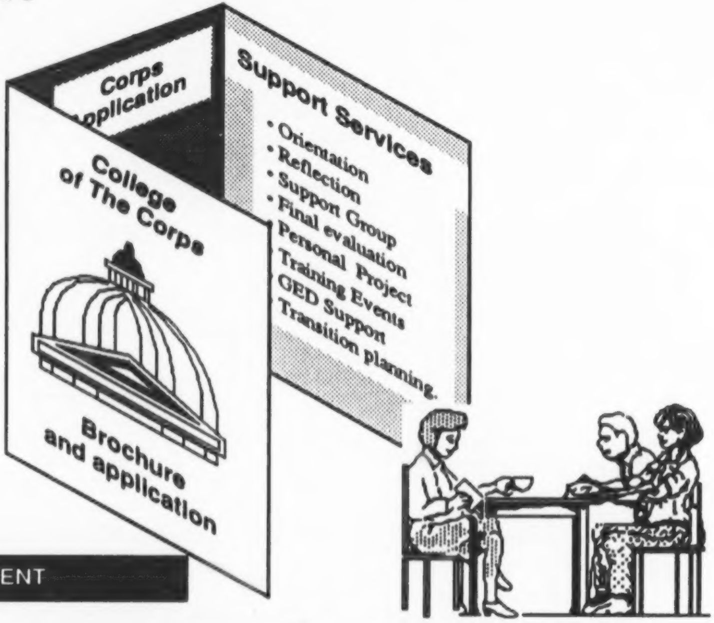
Similar to a "college counseling staff" college corps professionals and lead people could assist in the transition preparation. Perhaps graduates would spend their last week "on campus" getting assistance in preparing for resumes, jobs search plans, or applying for further education, training, or for post-service benefits. This is similar to the functions of a college career, planning and placement office.

The notion of a post-service benefit package is borrowed from the National and Community Service Act. Based on this act, post-service benefits would be linked to the transition goals and needs of the graduate (employment, education, housing, etc.). Scholarships for post-secondary training programs might be available. For those not going to college, loan vouchers could be used towards transportation, child care, health care, or housing needs. Vouchers would be redeemable by local businesses, health programs, or approved post-secondary training programs.

A precedent for combining college and corps work can be found in San Francisco, California. Both San Francisco State University and the San Francisco Conservation Corps are jointly developing a model for a "Conservation College." According to Micheal Nolan, a proposal for integrating work, service, and learning is being field-tested at San Francisco State University. The goal is to provide disadvantaged youth with a taste of collegial learning with an emphasis on interdisciplinary and experiential (hands-on) forms of learning. Graduates will leave with two years worth of college credit which can be transferred to other colleges. Both the college and the corps have a previous track record of experimentation and innovation. In fact, the San Francisco Conservation Corps. helped pioneer the first urban conservation corps program. For more information contact: Micheal D. Nolan, San Francisco State University, 814 Mission St., San Francisco, CA 94103.

PICTURE—COLLEGE OF THE CORPS

Campus Services
- Outreach
- Intake
- Placement
- Support


Corps Application
Support Services
• Orientation
• Reflection
• Support Group
• Final evaluation
Personal Project
Training Events
GED Support
Transition planning.
College of The Corps
Brochure and application

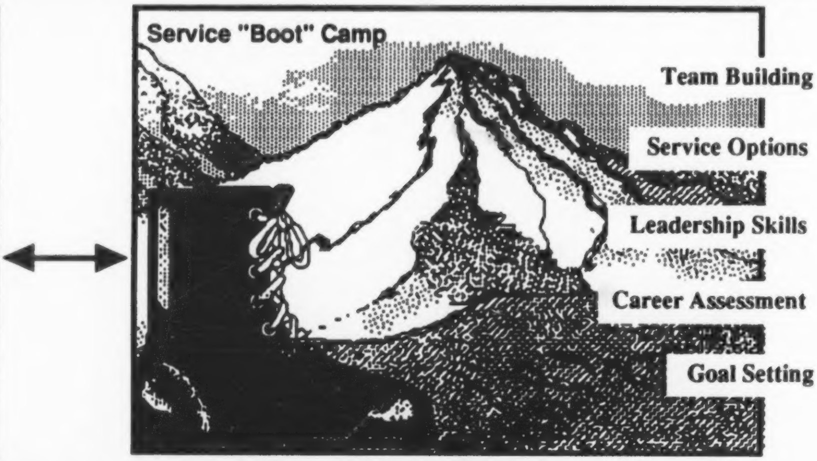
TRAINING & PLACEMENT

Human Service Corp

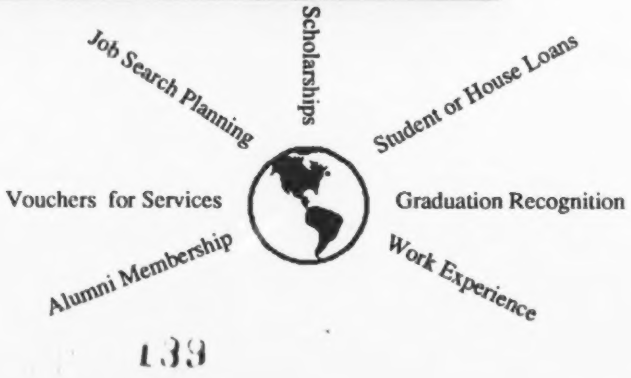
Conservation Corps

Literacy Corps

Job Corps


Service "Boot" Camp
Team Building
Service Options
Leadership Skills
Career Assessment
Goal Setting

TRANSITION Graduation and Post Service Benefits


Scholarships
Job Search Planning
Student or House Loans
Vouchers for Services
Graduation Recognition
Alumni Membership
Work Experience

BEST COPY AVAILABLE

The Forgotten Half Report—a Postscript Reference

The William T. Grant report *The Forgotten Half,* profiled many of the problems now facing the approximately 20 million 16- to 24 year olds who simply leave school. They face a labor market which has radically changed, where high paying manufacturing jobs have been replaced by low paying service jobs. In his difficult epoch, youth often grow up in more fragile families where parents spend more time working than ever before. While good jobs get tougher to find, the media and neighborhoods present constantly invite people to withdraw into drugs, alcohol, and video-music—or seek companionship within anti-social subcultures.

Despite these problems, the report offers a portrait of youth—not as problems—but rather as neglected or forgotten resources. The report observes that many of non-college bound young adults attempt to succeed by working in one or more jobs, living at home, delaying marriage, and searching for extra training. These youth do not fit the stereotype of "troubled and irresponsible." Instead, report authors cite statistics showing young people are staying in school longer, earning more diplomas, using less drugs, and having fewer premature pregnancies than their counterparts in the late 1970s.

The Forgotten Half: authors ask, "What are we doing to assist them in moving from school (and youth) into work (and adulthood)?" While taxpayers, donors, and parents gladly pay their share of the more than $10,000 per year of college, we find no comparable assistance being provided for those moving directly from school to work. Apprenticeship, post-secondary training, and vocational programs have somehow been lost in the school reform movement of the 1980s. Very little was done during this same period to strengthen those programs serving the forgotten half.

The report warns that a nation which ignores the needs of the forgotten half will become a nation divided against itself. We could become a two tier nation of halves (with training and highly technical jobs) and the have-nots (who face a lifetime of underemployment). This division may further erode a sense of belonging and participating in a common good. It could lead to the erosion of our common will to contribute taxes, time, support, and skills to our communities.

What then becomes the alternative? The report begins by warning that any inventory of youth problems typically leads to school bashing. As an alternative, they make several concrete proposals for developing resources for our forgotten youth. It begins with the removal of barriers which de-couple education from the world of work. Programmatic suggestions included in the report list learning through work experience, community and neighborhood service, redirected vocational and career education, and new benefits for young people who complete programs.

Reference

*The Forgotten Half: Non-College Youth In America.*1988. Youth and America's Future: William T. Grant Foundation Commission On Work, Family and Citizenship. Suite 301, Connecticut Ave, NW. Washington, DC 20036-5541.

APPENDIX F

DIRECTORY

California

Clark, Todd
Constitutional Rights Foundation, 601 S. Kingsley, Los Angeles, CA 90005

Kaye, Cathryn
StarServe, Suite 220, 701 Santa Monica Blvd. , Santa Monica, CA 90401

Nolan, Micheal D.
Conservation College, San Francisco State University, 814 Mission St., San Francisco, CA 94103

Connecticut

Community Service Fellow
St. Dept. of Higher Ed., 61 Woodland St., Hartford, CT 06105

Hersey, Jude
29 Dace Rd., Wethersfield, CT 06109

Washington, D.C.

Gomez, Barbara
Council Chiefs State School Officers, 379 Hall of the States, 400 N. Capitol St. NW, Washington, DC 20001

Green, Susan
NGA (Nat'l Gov. Assoc), Hall of the States, 444 North Capitol St., Washington, DC 20001-1577

Halperin, Samuel
William T. Grant Foundation, Youth & America's Future, 1001 Connecticut NW Suite 301, Washington, DC 20036-5541

Hodgkinson, Virginia
Independent Sector, Suite 1200-B., 1828 L St. NW, Washington, DC 20036

Levin, Mark
Senate Labor & Human Resources Committee, 401 Hart Senate Office Bldg., Washington, DC 20510

Murphy, Chris
Senate Labor & Human Resources Comm., 632 Hart Bldg. Washington, DC 20510

Slobig, Frank
YSA Youth Service America, 1319 First NW, Washington, DC 20004

Thomas, John
Independent Sector, Suite 1200-B., 1828 L St. NW, Washington, DC 20036

Illinois

Angelis, Jane
Illinois Intergenerational Initiative, Academic Affairs & Research, Southern Illinois Univ-Carbondale, Carbondale, IL 62901-4305

Massachusetts

Madison, Joe
MYSA, 131 State St., Suite 628, Boston, MA 02109

Michigan

Algra, Diana
Michigan Campus Compact, Kellogg Center, East Lansing, MI 48823

Minnesota

Conrad, Dan
Hopkins High School, 2400 Lindbergh Dr., Minnetonka, MN 55343

Coordinator
Youth Development Initiative, Dept. of Ed.,Capitol Sq. Bldg., 550 Cedar St., St. Paul, MN 55101

Kielsmeier, Jim
National Youth Leadership Council, 1910 W. Country Rd. B., Roseville, MN 55113

Meacham, Louy
COOL-Campus Outreach Opportunity League, Univ. of Minn., 386 McNeal Hall, St. Paul, MN 55108

Missouri

Meeks, Monica
Youth Volunteer Corps of America, 1080 Washington, Kansas City, MO 64105-2216

North Carolina

Baker, Barb
NSIEE, Suite 207, 3509 Haworth Dr., Raleigh, NC 27609

New York Schine, Joan
CASE/Helper Program, 25 West 43rd St. New York, NY 10036

Oregon

Ainslie, Teena
Boy Scouts of Portland, Columbia Pacific Council, 2145 S.W. Front Ave., Portland, OR 97220

Baker, Andrea
Northwest Regional Ed. Lab, 101 S.W. Main St., Suite 500, Portland, OR 97204

Bednarkek, Mike
Dir. of Community Relations, 759 S.E. Washington St., Hillsboro, OR 97123

Beyer, James
State Scholarship Commission, 1445 Willamette St., Eugene, OR 97401

Richardson, Mary
Boy Scouts of Portland, Columbia Pacific Council, 2145 S.W. Front Ave., Portland, OR 97220

Riseman, Julia
Volunteer Coordinator, Reed College, Portland, OR 97202-8199

Savelsbergh, Mary
Western Oregon State College, Special Education Division, Monmouth, OR 97361

Pennsylvania

Briscoe, John
PennSERVE, 1304 Labor & Industries, Harrisburg, PA 17120

E[illegible] Susan
Energize, Inc., 5450 Wissahickon Ave., Philadelphia, PA 19144

Tiedge, Laura
VYTAL (Vol. Youth Training & Ldrshp), United Way of Allegheny, 200 Ross St., P.O. Box 735, Pittsburgh, PA 15230

Van Tassel, Irene
Palmyra Area School Dist., 303 Spring Hill Lane, Lebanon, PA 17042

Wilson, Janet
Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA 15260

Rhode Island

Hicks, Lisa
Campus Compact, Brown University,
P.O. Box 1975, Providence, RI 02901

Warsavag, Laina
Campus Compact, 25 George St., Box
1975, Providence, RI 02901

Tennessee

McDuffie, Winifred
Senior Neighbors of Chattanooga, Inc.,
1601 Edgewood Circle, Chattanooga, TN
37405

Virginia

Landis, Diane
United Way of America, 701 N. Fairfax,
Alexandria, VA 22314-2045

Vermont

Parsons, Cynthia
SerVermont, P.O. Box 516, Chester, VT
05143

Washington

Anderson, John
Schools for the 21st Century, OSPI, Old
Capitol Bldg., FG-11, Olympia, WA
98504-3211

Anderson, Mary Ann
Shorecrest H.S., 15343 25th Ave. NE,
Seattle, WA 98155

Angel, Tony
Environmental Education, OSPI, 17011
Meridian Ave. N., Seattle, WA 98133

Baker, Gwen
Gonzaga University, Student
Employment, Student Employment
Office, Spokane, WA 99258

Basl, Bill
Washington Service Corps, 212 Maple
Park, KG-11, Olympia, WA 98504-5311

Bell, Othene
320 W. 30th Ave., Kennewick, WA
99337

Benham, Joanne
Youth Dept., City Halll, Fourth Floor, W.
808 Spokane Falls Blvd., Spokane, WA
99201-3333

Bieker, Sharon
Spokane Community College,
Cooperative Education, No. 1810 Green
St., MS: 2152, Spokane, WA 99207

Billings, Judith
Superintendent of Public Instruction, Old
Capitol Building, FG-11, Olympia, WA
98504-3211

Boyd, Steve
Governor's School, Washington
Leadership Inst., Seattle University, 310
Campion Tower, 914 East Jefferson,
Seattle, WA 98122

Bradford, Linda
Washington Conservation Corps, Dept. of
Ecology, PV 11, Olympia,WA 98504

Brady, Maryln
DSHS, OB 44Q, Olympia, WA 98504

Brown, Mark
Wash. Fed. State Employees AFSCME,
Suite 300, 1212 Jefferson St. SW,
Olympia, WA 98503Cady, Beth
8741 Heavenly Court S.E., Olympia, WA
98501

Cady, Beth

8741 Heavenly Court S.E., Olympia, WA

98501

Cairy, Susan
Spokane Juvenile Court, Volunteer
Coord. Program, 1208 Mallon, Spokane,
WA 99201

Cleveland, Kirby
North Thurston School District, 305
College St. N.E., Lacey, WA 98506

Crawford, Ron
OSPI, Ag and FFA, Old Capitol Bldg.,
FG-11, Olympia, WA 98504-3211

Crossman, Bill
Diversified Occupations, OSPI, Old
Capitol Bldg., FG-11, Olympia, WA
98504-3211

Danborg, Lou
Junior Achievement, 212 Plaza, 600
Bldg. , 600 Stewart, Seattle, WA 98101

Dodson, David
University of Puget Sound, Dean of
Students, Tacoma, WA 98416

Dreisback, Kathy
LINKS, 1718 Burbank NW, Olympia,
WA 98502

Edlund, Ben
Superintendent, Moses lake School Dist.,
1318 W. Ivy, Moses Lake, WA 98837

Enhat, Paul
Tacoma School District, P.O. Box 1357,
Tacoma, WA 98401-1357

Fallihee, Betty
HECB, 917 Lakeridge Way, GV-11,
Olympia, WA 98504

Fleet, Joan
Bellarmine Preparatory, 2300 S.W.
Washington, Tacoma, WA 98405

Fowler, Betty
Selah High School, 300 W. Naches,
Selah, WA 98942

Gerdes, Joan
800 West Franklin,

Chewelah, WA 99109

Gilbert, Trace
Issaquah School Dist., 19504 S.E. 21st
Street, Issaquah, WA 98027

Gillie, Tim
Tumwater Area Council, Boy Scouts of
America, P.O. Box 1308, Tumwater, WA
98507

Grace, Bill
Seattle University, Center for Leadership
& Comm Service, Broadway and
Madison, Seattle, WA 98122

Graham , John
Giraffe Project, P.O. Box 759, Langley,
WA 98260

Harrell, Stephen
Tacoma-Pierce County Youth Initiative,
Tacoma-Pierce County Office, P.O. Box
2402, Tacoma, WA 98335

Hauptman, Hilari
DSHS—Aging and Adult Services, 623
8th Ave. S.E., HB-11, Olympia, WA
98504

Herzog, Dave
Volunteer Services, United Way of
Snohomish Co., P.O. Box 2977, Everett,
WA 98203

Hilyard, Tom
Human Resources Dept., Rm 233, 8811
South Tacoma Way, Tacoma, WA 98499

Horsmen, Kelley
Eastern Washington University, Student
Employment, Showwalter Hall 127,
MS:120, Cheney, WA 99004

Hulst, Tom
Peninsula School District, 14015 62nd
Ave. N.W., Gig Harbor, WA 98335

Ingles, Zena
c/o Issaquah School Dist., 565 N.W.
Holly St., Box 7003, Issaquah, WA 98027

Jacobsen, Pat
Pacific Peaks Girl Scout Council, 5326
Little Rock Rd. S.W., Tumwater, WA
98502

Jensen, Ron
Ranier Beach High School, 8815 Seward
Park Ave. S., Seattle, WA 98118

Jinks, Anita
Puyallup High School, 105 Seventh St.
S.W., Puyallup, WA 98371

Jolley, Marianne
Adult Probation Admin., West 11165
Broadway,

Spokane, WA 99260

Kabrich, Renee
Greater Yakima Vol. Bureau, 320 W.
Lincoln, Yakima, WA 98901

Kimeldorf, Martin
6705 Gold Creek Dr. SW, Tumwater,
WA 98502

Kuhn, Diane
United Way, 107 Cherry St., Seattle, WA
98104

Lanphear, Debbi
Puget Sound Power & Light Co. , P.O.
Box 97034, OBC-09N, Bellevue, WA
98009-9734

Lehr, Kathi
Ranier Beach High School, 8815 Seward
Park Ave. S., Seattle, WA 98118

Leonard, Melinda
Seattle Comm. on Children & Youth,
Alaska Bldg., 618 2nd Ave., Seattle, WA
98104-2232

Levy, Jan
Leadership Tomorrow, Suite 1200, 600
University, Seattle, WA 98101

Little, John
4-H (Urban), King County Cooperative
Extension, 612 Smith Tower, Seattle, WA
98104

Livesley, Lynn
Freemont Public Assoc., P.O. Box 31151,
Seattle, WA 98103

Lynch, Al
Three Peaks, 9040 Sherman Valley Rd.
S.W., Olympia, WA 98502

MacNichol, Roland
Gig Harbor High School, 5101 Roseland
St., Gig Harbor, WA 98355

Marble, Carol
State Council on Voluntary Action, 2335
De Haro Lane, Friday Harbor, WA 98520

McCook, Elizabeth
Franklin-Pierce High School, 11002
Portland Ave., Tacoma, WA 98445

McCurley, Steve
VM Systems, 7747 Kergbaugh N.E.,
Olympia, WA 98506

McGlasson, Janna
Ballard High School, 1418 N.W. 65th,
Seattle, WA 98103

McKay, Nancy
Puget Sound Water Quality Authority,
MS PV-15, Olympia, WA 98504

McPherson, Kate
Project Service Leadership, 2810
Comanche Dr., Mt. Vernon, WA 98273

Meek, Donl
Fords Prairie School, 1620 Harrison Ave.,
Centralia, WA 98531

Mihata, Peggy Jo
Dept. of Community Development, Ninth
and Columbia Bldg, GH-51, Olympia,
WA 98504-4151

Miles, Rena

Thurston County Literacy Network

P.O. Box 1999, Olympia, WA 98501

Mincey, Henry
Safe Streets/Tacoma Youth Initiative, 730
Broadway, Tacoma, WA 98402

Murphy, Penny
#446, 201 Galer St., Seattle, WA 98109

Pinckney, Bonnie
Volunteer Service Coord., Tacoma Public
Schools, P.O. Box 1357, Tacoma, WA
98401

Pruitt, Wes
Washington State Representative, 6215 -
55th Ave. Court, Gig Harbor, WA 98355

Putnam, Betsy
Seattle University, Volunteer Center,
Broadway and Madison, Seattle, WA
98122

Ramsaurer, Teri
TESC, Volunteer Services, Olympia, WA
98505

Riggers, Marcia
OSPI, Home and Family Life, Old
Capitol Bldg., FG-11, Olympia, WA
98504-3211

Rogers, Julie
Seattle Central Community College, 1701
Broadway, Seattle, WA 98122

Schindele, Sue
University of Puget Sound, 1500 North
Warner, Tacoma, WA 98416

Seiber, Jim
Issaquah School Dist., Transition
Program, 565 N.W. Holly St., Box 7003,
Issaquah, WA 98027

Shelton, Cynthia
PIPE, 1200 One Union Square, 600
University St., Seattle, WA 98101

Sherlock, Stephen
Washington Conservation Corps, Dept. of
Wildlife, 600 N. Capitol Way, Olympia,
WA 98504

Skwira, Anne
Catholic Community Services, P.O. Box
22608, 100-23 Ave. So., Seattle, WA
98122

Smitherman, Karen
Tacoma Public Schools, Com. Relations,
P.O. Box 1357, 601 South 8th St.,
Tacoma, WA 98401-1357

Southon, Mary
Olympia School Dist., 113 Legion Way,
Olympia, WA 98501

Staten, Moody
Columbia Basin College, Multicultural
Svcs. Center, 2600 North 20th Avenue,
Pasco, WA 99301

Steele, Dave
North Thurston School District, 305
College St. N.E., Lacey, WA 98506

Steiner, John
St. John Vianney Catholic Church, P.O.
Box 1453, Spokane, WA 99210-1453

Stephens, Ann
Lakeside School, 14050 1st Ave. N.E.,
Seattle, WA 98502

Stephens, Margaret
Seattle Public Schools, Community
Relations, 815 4th Ave. N., Seattle, WA
98109

Stephenson, Mary
Centralia College, 600 West Locust,
Centralia, WA 98531

Stewart, Arlis
Metrocenter Branch, 909 Fourth Ave.,
Seattle, WA 98104

Stout, Jan
Bellevue School Dist., P.O. Box 90010,
Bellevue, WA 98009-9010

Strickland, Larry
OSPI, Social Studies Supervisor, Old
Capitol Bldg. FG-11, Olympia, WA
98504-3211

Sullivan, Chris
RSVP, 222 N. Columbia, Olympia, WA
98501

Swift, Earlyse
Together-Thrstn-Drug Free Youth, P.O.
Box 5325, Lacey, WA 98503

Thornton, Jerry
Community Education, OSPI, Old Capitol
Bldg., FG-11, Olympia, WA 98504-3211

Weybright, JoElla
Gilmore and Associates, Suite 30, 2324
East Lake Ave., Seattle, WA 98102-3306

White, Dan
North Thurston High School, 600 N.E.
Sleater-Kinney, Lacey, WA 98506

Wibmer, Taletta
Lake Youngs Elementary, 19660 -
142nd S.E., Kent, WA 98042

Williams, Jeanette
Univ. Prep. Academy, 8015 - 27th N.E., Seattle, WA 98115

Winans, Joby
Dept. of Community Developmnt, Ninth and Columbia Bldg., GH-51, Olympia, WA 98504-4151

Woyvodich, Marion
Washington Gives, Corb. Bldg., Suite 214, 1305 4th Ave., Seattle, WA 98101

Zillig, Jane
Voluntary Action Center, Skagit County CAC, P.O. Box 1507, Mt. Vernon, WA 98273